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ABSTRACT

This guide provides articles and activities designed to make elementary students in Oklahoma aware of their historical heritage. It introduces students to the people and events that produced the state of Oklahoma. The guide is arranged into five sections. Section one presents 12 articles focusing on such topics as life before the white man, explorers, the first Indians, and the early settlers. Section two describes and pictures state emblems. There are also maps that show such information and events as cattle trails and land openings in Oklahoma. In section three, there are 22 student activities about Oklahoma. For example, there is a cowboy boot with 20 words listed on it. The children are to write a story about cowboys using at least 10 of the words on the boot. There is also a list of 12 additional classroom activities. Patterns such as a cowboy hat, a boot, and a covered wagon are pictured in section four. A bibliography is included in section five. (NE)

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Oklahoma OK

Oklahoma Activities, K–6

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Foreward

Oklahoma . . . OK is a glimpse into the past and its influence on the present. It provides an opportunity for all school students to become aware of the historical heritage that is the legacy of each one.

This multi-curriculum study unit includes many suggested activities and resources. These may be used by the elementary school educators to introduce their students to the people and events that produced the state of Oklahoma. The State Department of Education recommends that this unit be combined with its companion unit, Native Americans in Oklahoma, to provide a complete historical coverage.

We are grateful to the developers of this material and wish to thank them for their efforts.

Sincerely,

Leslie Fisher

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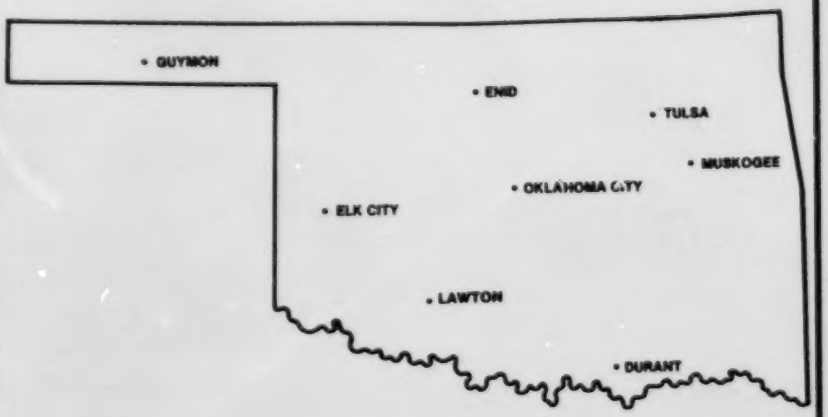
OKLAHOMA ... My State



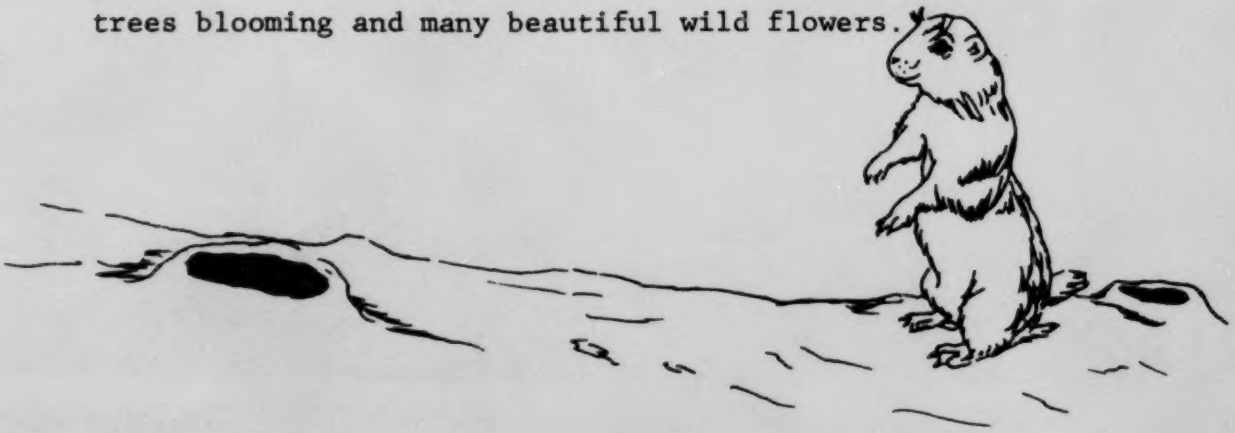
BEFORE THE WHITE MAN

More than 15,000 years ago Oklahoma looked much different than it looks now. It was much cooler and the animal life was different. The reason for the cooler climate was that there was a sheet of ice that covered much of the earth. This sheet of ice was called a "glacier".

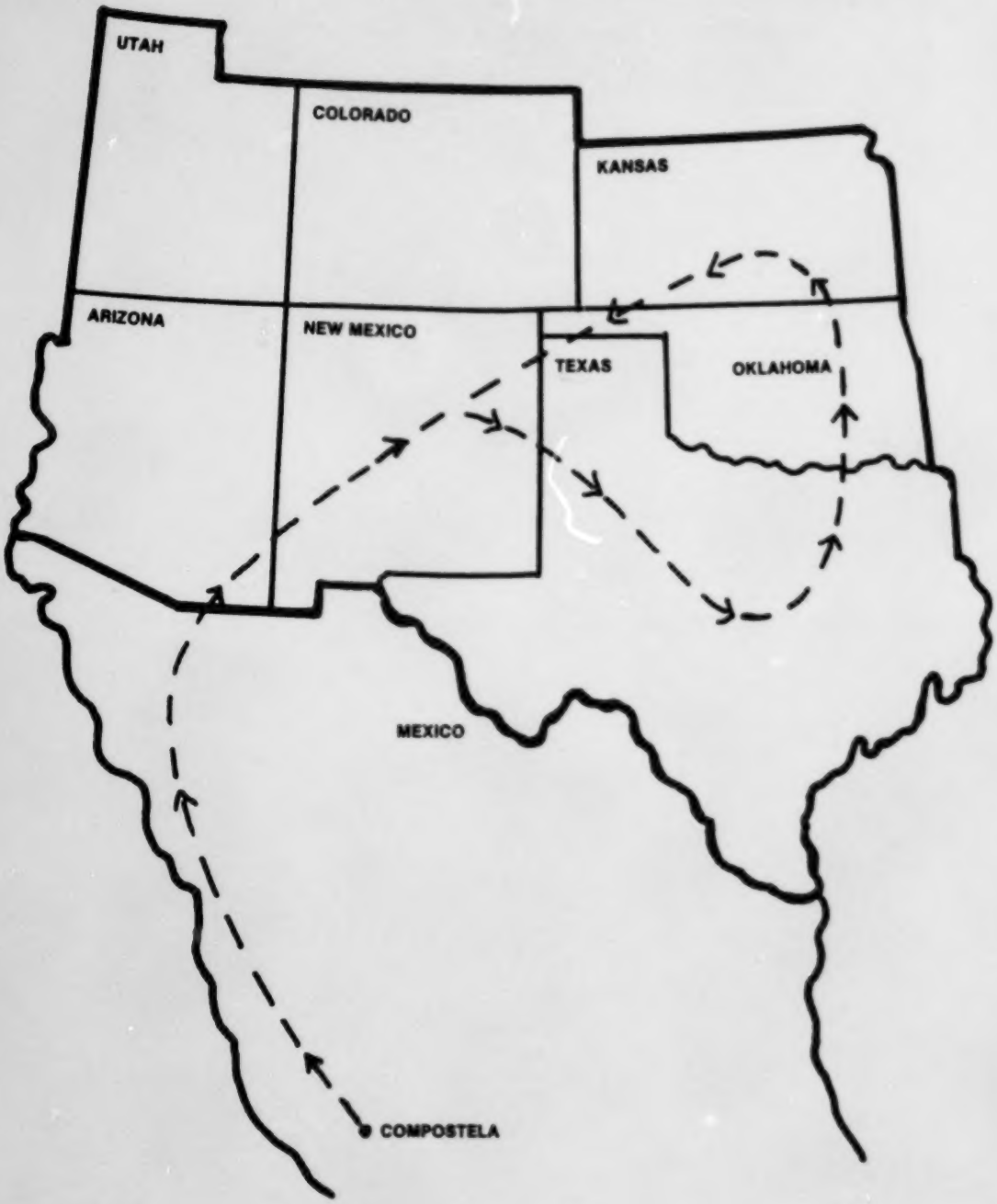
One of the animals that roamed through Oklahoma then was the great wooly mammoth which looked much like a huge elephant with long shaggy hair and long tusks.

Finally the ice began to melt and the climate started getting warmer. By the year 1500, Oklahoma was full of animals. There were quail, prairie chickens, wild turkeys, ducks, geese, deer, elk, black bear, bobcats, cougar, rabbits, oppossums, raccoons, squirrels, prairie dogs, skunks, wolves, foxes, coyotes, and the bison (or American buffalo).

There were no buildings, no fences, no roads, no houses, and no white people. There were miles and miles of grass, and forests, and in the spring there were beautiful redbud trees blooming and many beautiful wild flowers.



CORONADO'S JOURNEY



EXPLORERS

The first explorers must have seen the buffalo and thought it was some sort of badly-formed cow because they had never seen buffalo before. The first explorer we knew about was Vasquez Coronado who came from a country, across the ocean, called Spain. He came into Mexico first, but he heard about some cities that were supposed to be built of gold. He wanted to find gold so he came up through what is now Texas and came into Oklahoma in 1541. He claimed all the land he saw for his country, Spain. He never found gold. Many other explorers came through Oklahoma but none of them found gold either.

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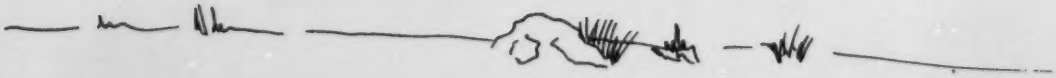
THE FIRST INDIANS

When the first explorers came to Oklahoma, they found several groups of Indians. In the western part they found the Plains Apaches. The Apaches were wandering hunters and built their teepees wherever the buffalo were. When the buffalo moved, the Indians took down their teepees and followed the herds. They had no horses when the explorers first came and used their dogs as pack animals.

In central Oklahoma the explorers found a tribe they called the Tejas (Texas was later named for this tribe). They also were wanderers, searching for the buffalo and other game for food.

In eastern Oklahoma lived the Caddoes. They had a well-organized village life and built homes of bark and timber that would last for several seasons. They hunted for food, but they also did some farming and raised melons, vegetables, and Indian corn.

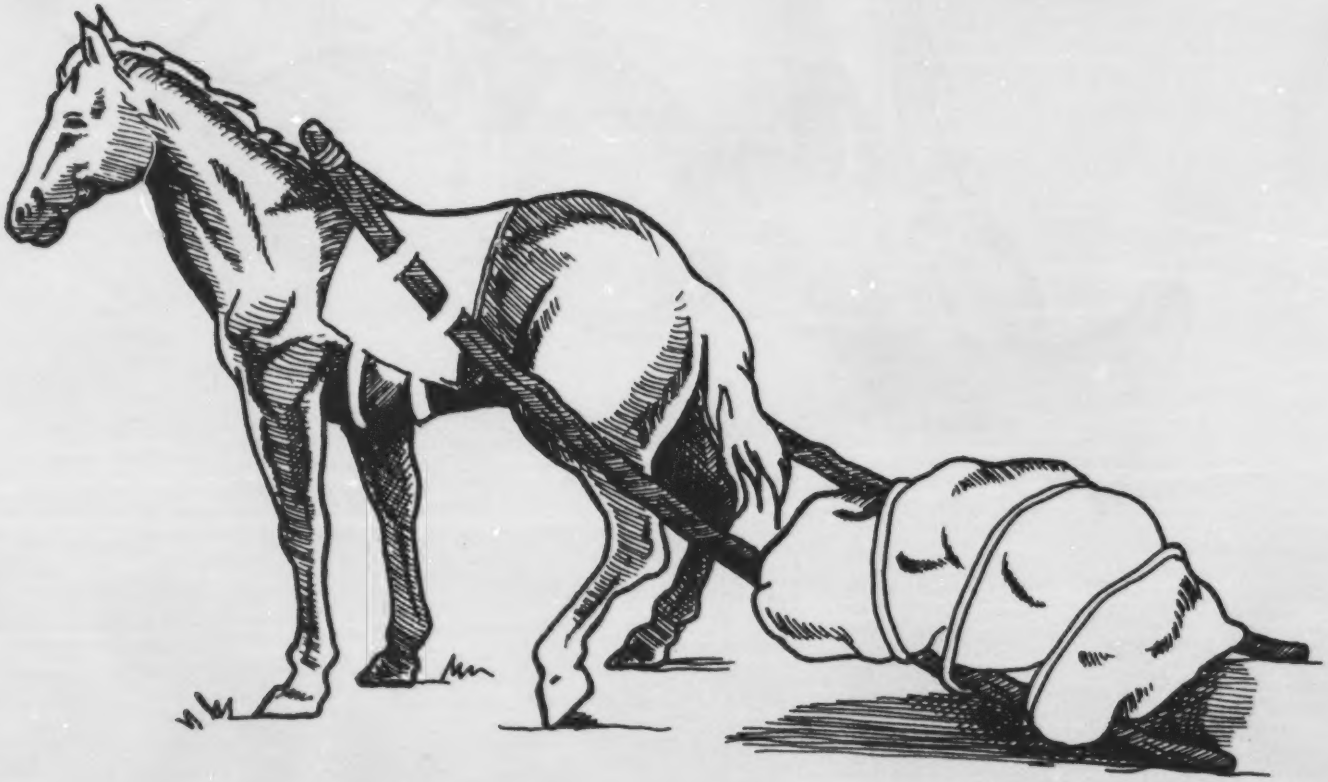


HUNTING THE BUFFALO

Hunting the buffalo was the main work of the Indian men. Nothing was wasted when they were able to kill one of these animals. They used the skin for clothing, blankets, and covering for the teepee. The meat was eaten; the fat was used as an oil or as fuel to burn; the bones were carved into tools; the sinews were used as a heavy thread or string. Every part was used for something.

Several ways of killing the buffalo were used. One way was for all the hunters to form a circle around the herd, then make the circle smaller and smaller until the animals were driven to the center. Then they were easy targets for the hunters. Another way was to build a strong corral and drive as many as possible inside where they could be shot easily. Another favorite way was to drive the herd over a high cliff and make them fall to their death. Sometimes, just a single hunter would go out to the herd disguised as a buffalo, with an old skin thrown over his back, and he could sneak up close enough to kill a buffalo. Remember, at this time the Indians had no horses and no guns. So, killing any kind of game was very difficult but also very necessary.

The Indians killed only as many buffalo as they could use and there were always many herds of buffalo. It has been estimated that in 1850 there were 20,000,000 buffalo on the North American continent. In 1889, there were only 551 to be found. That is hard to imagine, but it is true. The reason for this decline in numbers is that the white men who came to Oklahoma during these years thought it was a sport to shoot buffalo. Of course, not all of the white men were buffalo hunters, but those who were certainly were effective in getting rid of the buffalo. In 1889 a law was passed to stop the killing, but it was almost too late!



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HORSES

The Indians did not have horses and had not invented the wheel when the first explorers came. They had never even seen a horse before and so they had no word to call this strange new animal. They used a word that meant "big dog". It did not take the Indian long to realize what a valuable animal the horse could be. He could serve as a pack animal and pull the sled-type thing they called a "travois", pronounced TRAV-WAH. Also, just think how much better they would be at hunting with a horse to carry them farther and faster.

The Indians loved horses and considered it an honor to be able to steal one from another tribe. The more horses a hunter owned, the more wealthy he was considered. Sometimes a horse was used in trade for something very valuable, like a wife.

RELIGION

The Indians were very religious people. They did not know about Christianity, but they did know about God. They called him "Great Spirit". Sometimes they worshipped the things the "Great Spirit" gave them, like the rain and the sun and the wind. They believed in "evil spirits" and used a medicine man to drive these evil spirits away.

When an Indian died, many of the Plains Indians practiced what is called "platform burial". The person was wrapped in skins and placed on a high platform and his closest relatives stood guard around the platform for thirty-six hours. His mother or his widow would wail or chant for the entire time. Many of his belongings were placed near him so that he would have them in the "other world". Then everyone would go away and probably never come back.

TRAPPERS & TRADERS

In 1803 Thomas Jefferson, who was then President, bought a lot of land from France. He bought 827,987 square miles of land for fifteen million dollars. Eventually, fifteen states or parts of states were formed from this land. Oklahoma was one of these states.

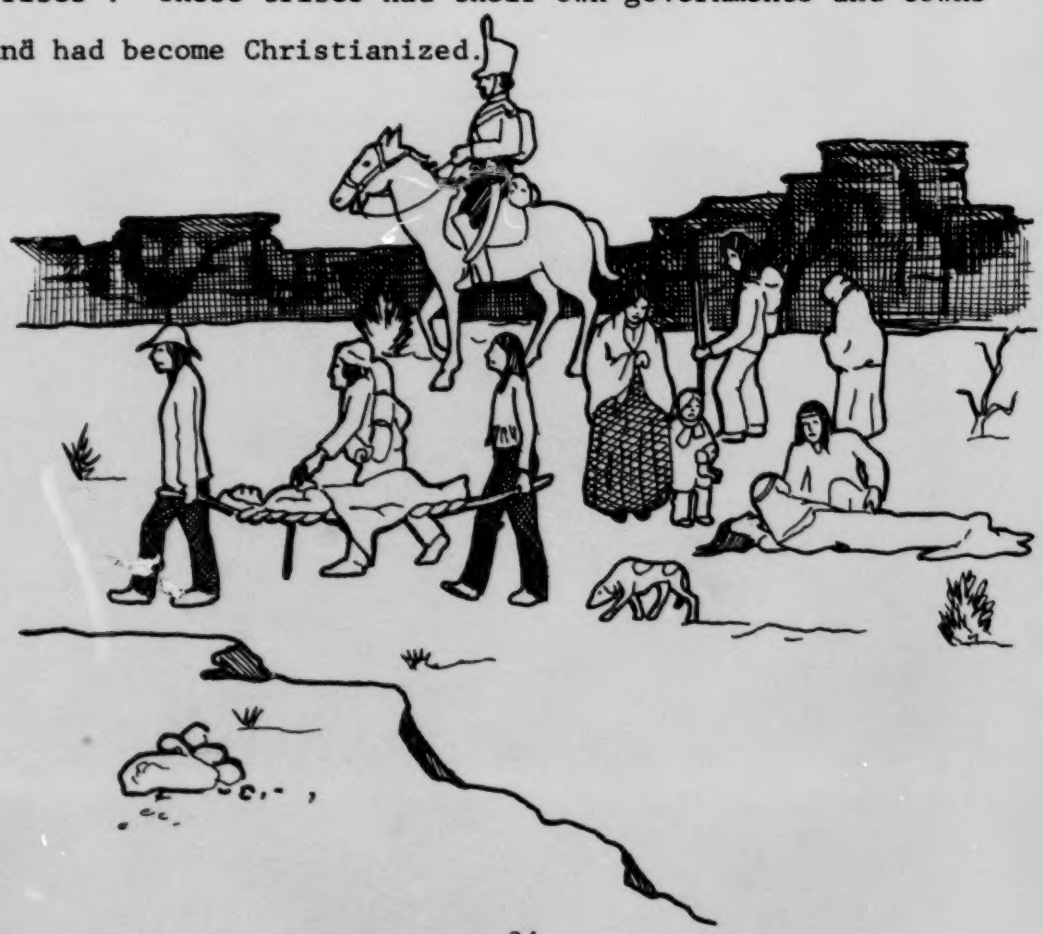
After this, the United States government wanted to know all about the land it had purchased, so explorers and map-makers were sent out on expeditions. Many of these explorers traveled on the rivers because as you know there were no roads.

Word got out that the country was full of fur-bearing animals and the trappers and hunters came to kill these animals so they could sell the fur and get rich. Some of the early day visitors to Oklahoma found that money could be made by setting up trading posts and trading with the Indians for their furs. One of the successful traders was Auguste Chouteau, who established his trading post in 1805.

In 1805 there were several Indian tribes living in the area which is now Oklahoma. They were the Comanche, Wichita, Kiowa, Tonkawa, Pawnee, Arickara, Caddo, Quapaw, and the Osage. These Indians were hunters and warriors. They had tribal wars over hunting grounds. The only white settlement was Chouteau's trading post.

INDIAN REMOVALS AND RELOCATIONS

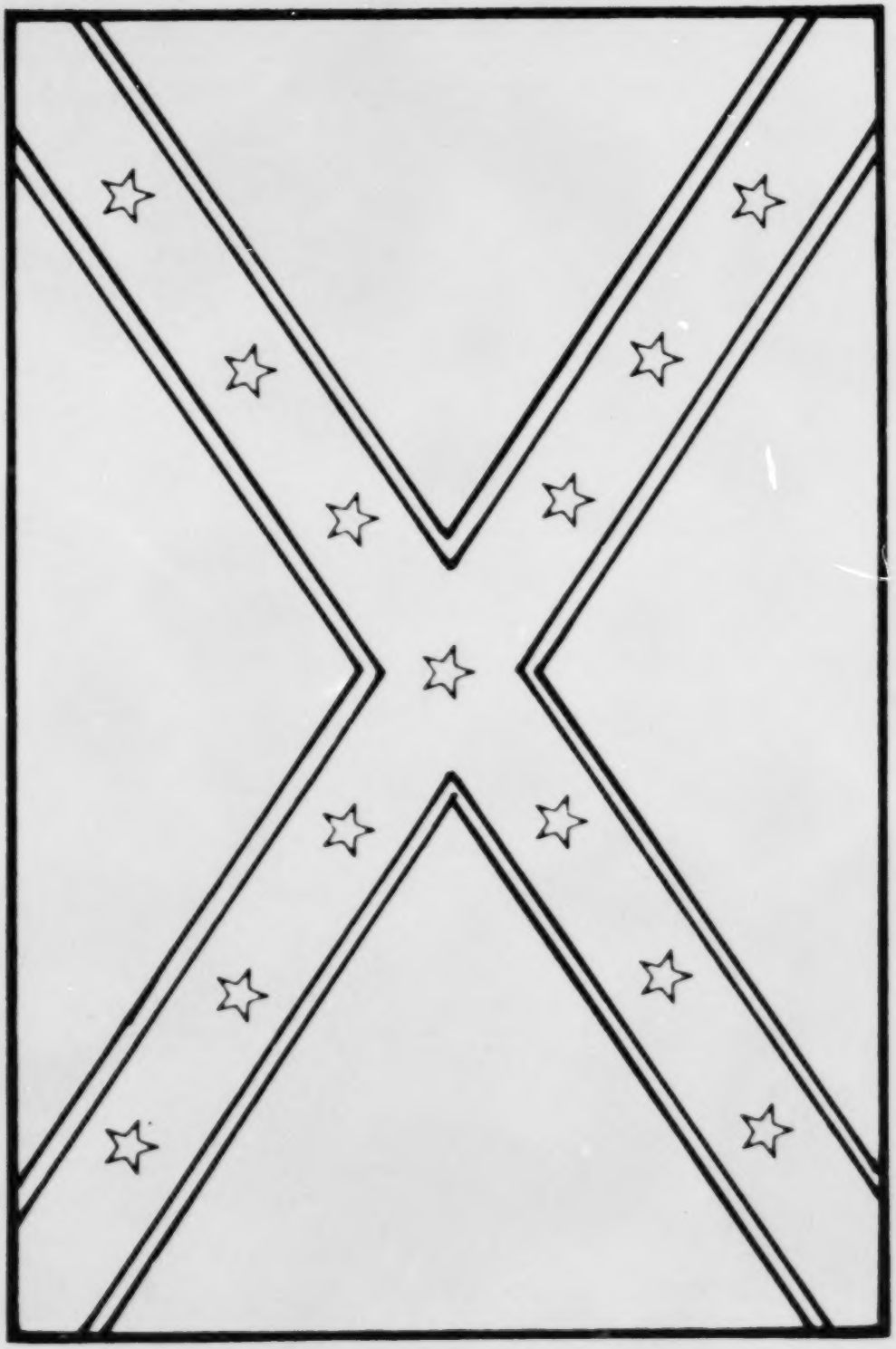
After 1819, the United States began to grow more rapidly and the people began to move from the coast in the north to the south and to the west. They discovered that much of the land in the south was already owned and being farmed by Indians, so the government began trying to persuade these Indians to give up their land and move to Oklahoma. There were five tribes - the Cherokee, Choctaw, Chickasaw, Creek, and Seminole - which had lived on this land near the white men for more than a hundred years. They had learned many of the white man's ways and became known as "The Five Civilized Tribes". These tribes had their own governments and towns and had become Christianized.



In 1824, the government built Fort Towson and Fort Gibson in order to protect the Indians when they moved to Oklahoma. The government gave the Indians the right to all of Oklahoma except the Panhandle "for as long as grass shall grow and rivers run".

Between 1820 and 1842 many groups of Indians started the sad journey to Oklahoma. The first group started later than it was scheduled to and had to travel through the winter. Some walked, some rode in wagons, as they traveled through the several states between their old homes and the new land they would claim. So many of these Indians died along the trail that the Cherokee and Choctaw still refer to the journey as "The Trail of Tears".

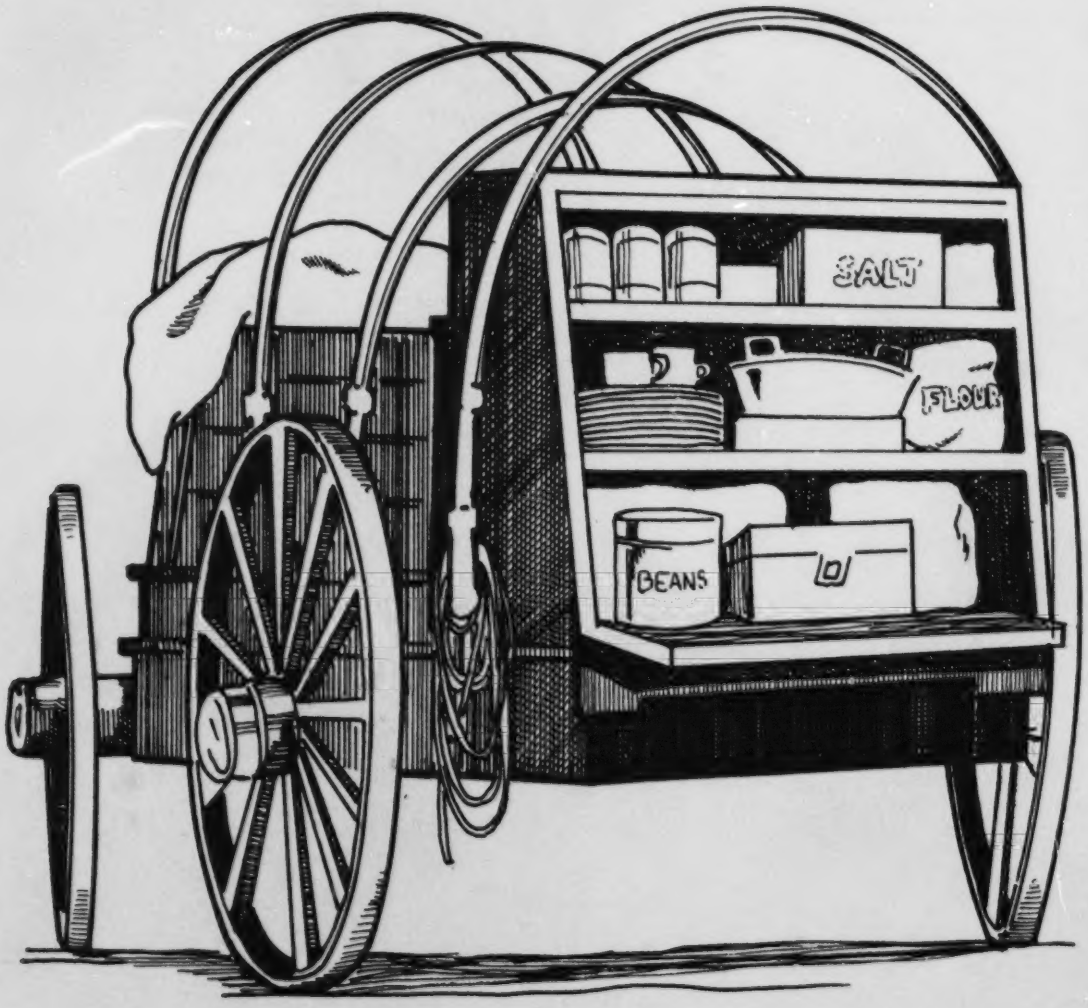
After the tribes were all settled on their new land, the people had many hard years. Finally, things began to improve and they had their own towns and governments and even a newspaper, called "The Cherokee Advocate". A Cherokee man named George Gist, but called Sequoyah, invented an alphabet so that his language could be printed.



CIVIL WAR

In 1861, the United States got into a war called the Civil War. The northern part of our country was fighting with the southern part. The Indians did not want to get involved in this war, but they were finally persuaded. Stand Watie, a Choctaw Indian chief, became a general in the Confederate army. After the war was over, in 1865, the government forced the Indians to give up their western land as punishment for getting into the war. This land filled up very fast, and soon the settlers wanted more land, the Indian lands.

The Reverend Allen Wright, a Choctaw Indian, combined two words of his language, Okla and Homa (or humma) and formed the name Oklahoma.


SALT
FLOUR
BEANS

CATTLE DRIVES & COWBOYS

About 1866 a railroad was built all the way south to Abilene, Kansas. The people in the north wanted beef and the people in Texas had plenty of it. The problem was getting the cattle from Texas, across the Indian Territory, and up to Abilene.

The Indians charged a tax on each head of cattle that went across their land and in the years between 1867 and 1889 it is estimated that over five million cattle were driven north.

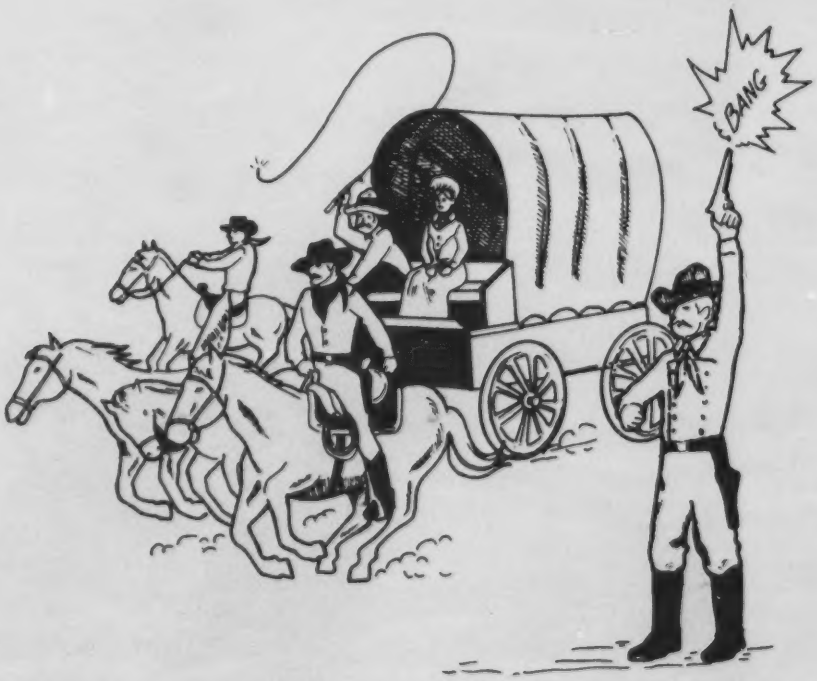
The herds were made up of one to three thousand head of cattle, ten to fifteen cowboys, a wrangler, and a cook. The wrangler was usually a boy about fifteen years old. He had a big job. Each cowboy usually took about five horses with him on a cattle drive and since there were ten to fifteen cowboys, that meant that there were sometimes 75 horses. The wrangler had to take care of all the horses! The cook had a difficult job, too. Sometimes the men ate at regular hours, but most of the time they just ate when they had a few minutes free. This means that the cook had to have food ready at all times. He did not have a nice kitchen and electric stove either. He used a chuck wagon for a kitchen and cooked the food over an open campfire. He also was usually the camp doctor.

The drive usually covered only about ten miles a day because the cattle had to eat grass all along the way so they would be fat enough to bring a good price at the railhead in Abilene. The cowboys had to worry about strays and sometimes an Indian attack, but the main worry was a stampede. The cattle would run madly and it would take hours to round them all up again. Anything could cause a stampede so there was no way to guard against it. Lightning was one cause and any loud noise was, also.

All the cattle had to be branded so that the owners could tell which cattle belonged to them. They were branded before the drives. There were no fences in those days and so all the cattle would get mixed up out on the plains. In the spring there would be a round-up and the new calves would be branded the same as their mothers' brand. Then the owner would decide which of his cattle he wanted to send on the drive and all the owners would drive their cattle to be sold to a central location and the trail boss would take them all together to Abilene.

THE GREAT LAND RUNS

No white man was supposed to live on Indian land without the Indian's permission, but there were some men who did this. They were called "Boomers". These people caused much fighting and hatred. More and more people tried to move onto the Indians' land so finally the government bought more than three million acres from the Creek and Seminole tribes. Some of this land was to be given away and, it was finally decided that a land run would be the best way. On the morning of April 22, 1889, there were thousands of people lined up along the borders waiting for the signal. They had come from all over the United States and even from other countries.

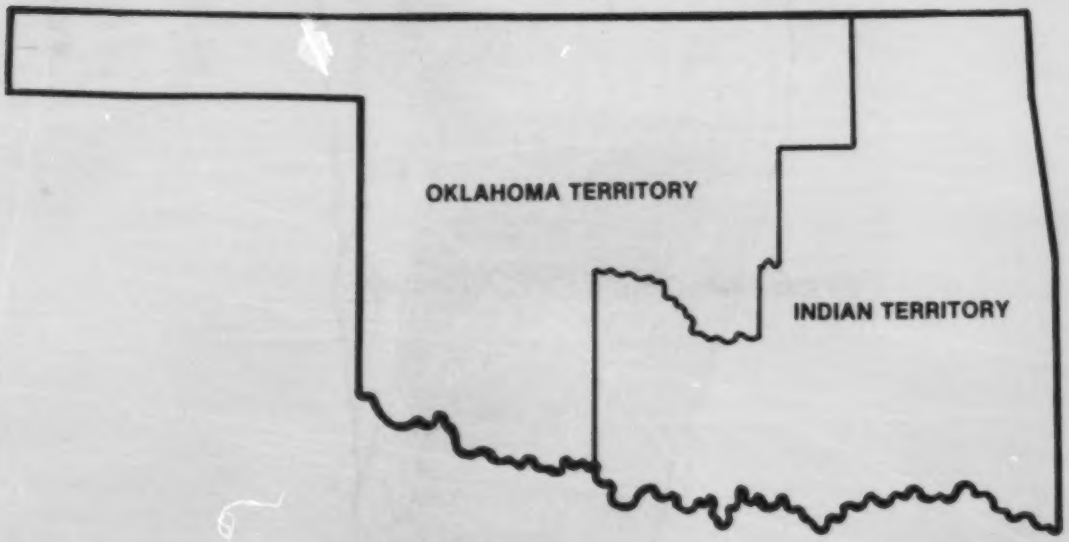


Some people chose not to wait for the signal and sneaked in the night before to claim their land. These people were called "Sooners". Finally, at exactly noon, the signal was given and what a mad race it was! By dark there were about 50,000 people in Oklahoma. Oklahoma City became a town of tents in one day and so did many other towns including Guthrie. There were about 10,000 people in Oklahoma City. In just a few weeks the tents had been replaced with wooden buildings and sidewalks. Of course, there were many, many arguments about who claimed what land and who was first and such things. Some of these arguments lasted for years and were finally settled in court.

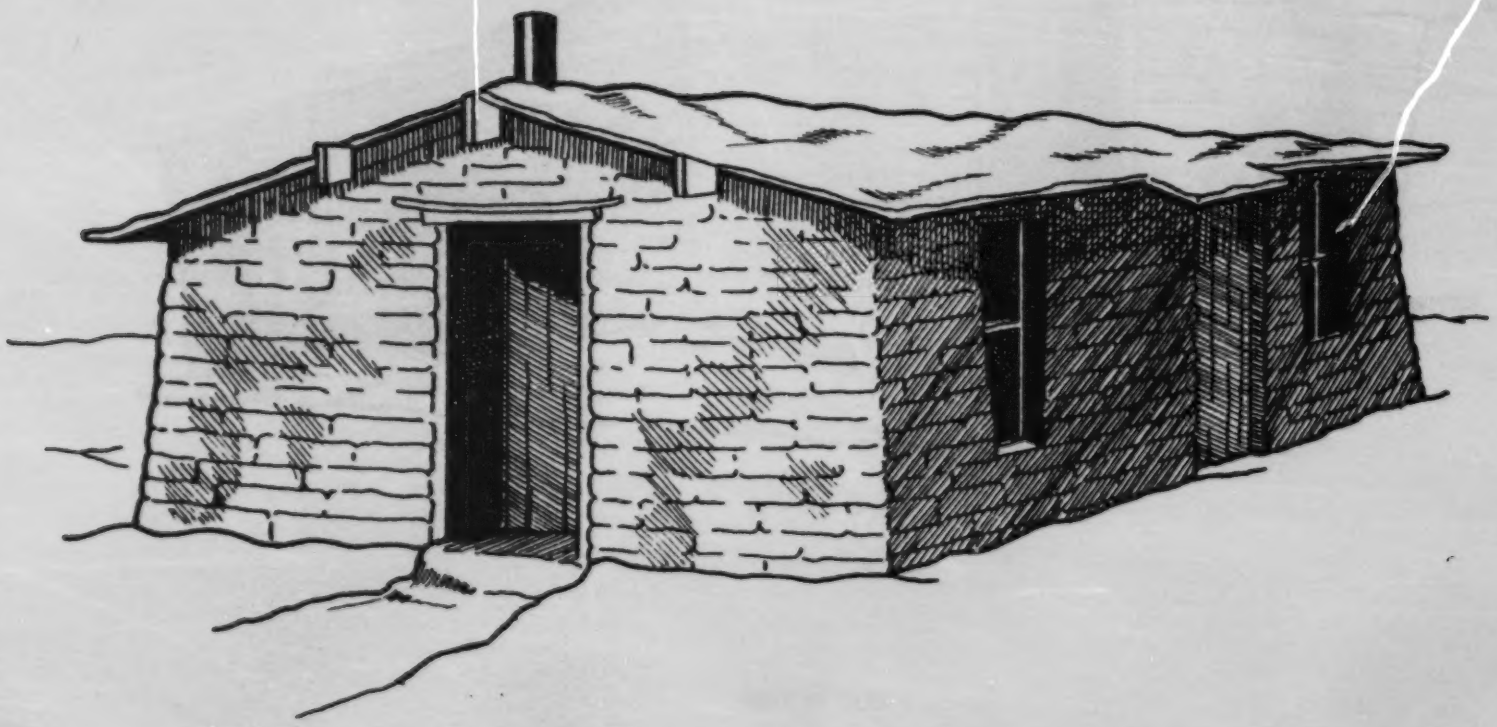
THE TWIN TERRITORIES

Oklahoma was made up of two territories in 1890. There was the Indian Territory and the Oklahoma Territory. When it was time to apply for statehood, there was some discussion of making two states, one to be called Oklahoma and one to be called Sequoyah. However, it was finally decided to form only one state. Guthrie was the capital of the Oklahoma Territory.

On November 16, 1907, Oklahoma became the 46th state in the Union. Oklahoma City became its capital in 1910.



SOD HOUSE



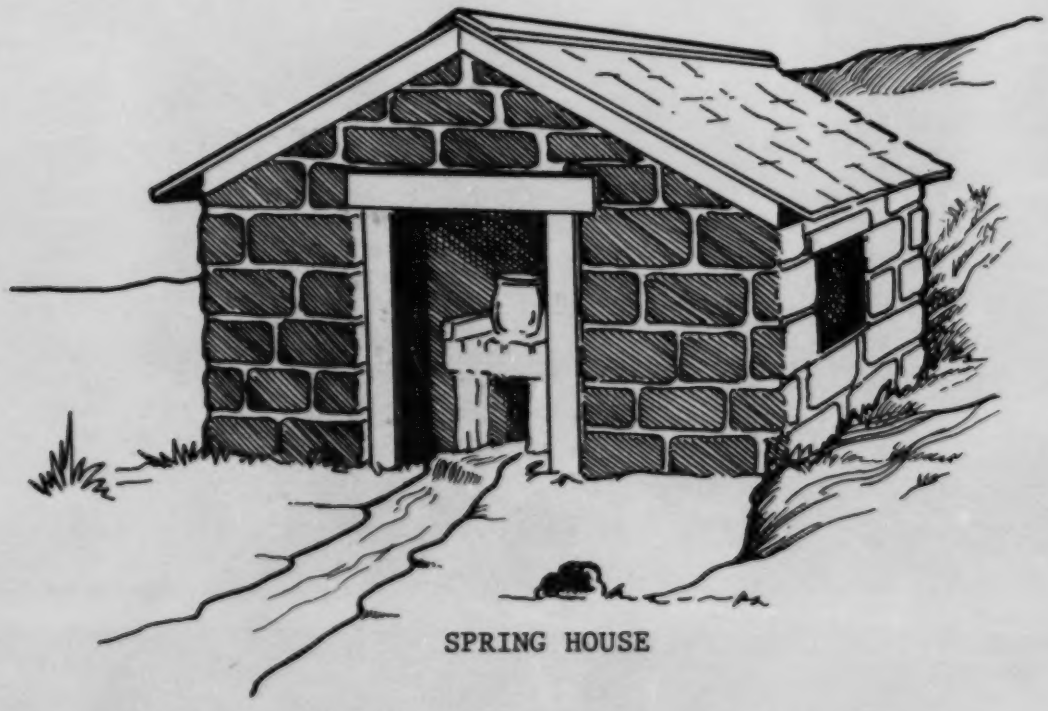
THE EARLY SETTLERS IN OKLAHOMA

One of the first problems the settlers had was shelter. Where could they live? There were no buildings at all and certainly no hotels. There were very few trees to even build a log house. These early day Oklahomans were clever. They dug holes in the sides of hills or in the banks of dry creeks. Then they built walls across the front of their man-made cave and even put in a door. These made warm homes to withstand the cold Oklahoma winds, and were fairly cool in the summer, too.

Some people preferred to build "soddies". Thick slabs of dirt were dug up and used to build houses, much like concrete blocks are used today. Mud could be packed in the holes between the slabs and a warm house was built. One problem was that there were no windows and these houses were awfully dusty and dark.

This was not such a pleasant way to live. These were very small houses and in the winter when the whole family was cooped up together in the house, there were probably some grumpy people! Of course, there was no electricity or piped-in water. Lighting was not good because they had only candles and sometimes a lantern. Water had to be carried in buckets either from a creek or a well.

The next problem was food. The pioneers used lots of cornmeal because it was cheap and if they had to, they could make it themselves. They usually bought flour. It was about three cents a pound. They also bought coffee at fifteen cents a pound and sugar for ten cents a pound. They bought some spices, too. The pioneers could always find game to shoot and eat. They raised chickens for the meat and for the eggs. Those who could manage had a milk cow. There were no refrigerators so the pioneers would build a spring house. This was a small house that sat directly over a spring or creek. The water was cool and the extra milk, butter and cheese could be kept in the spring house, usually sitting right in the water. This did not always work perfectly, but it was the only solution at the time.



SPRING HOUSE

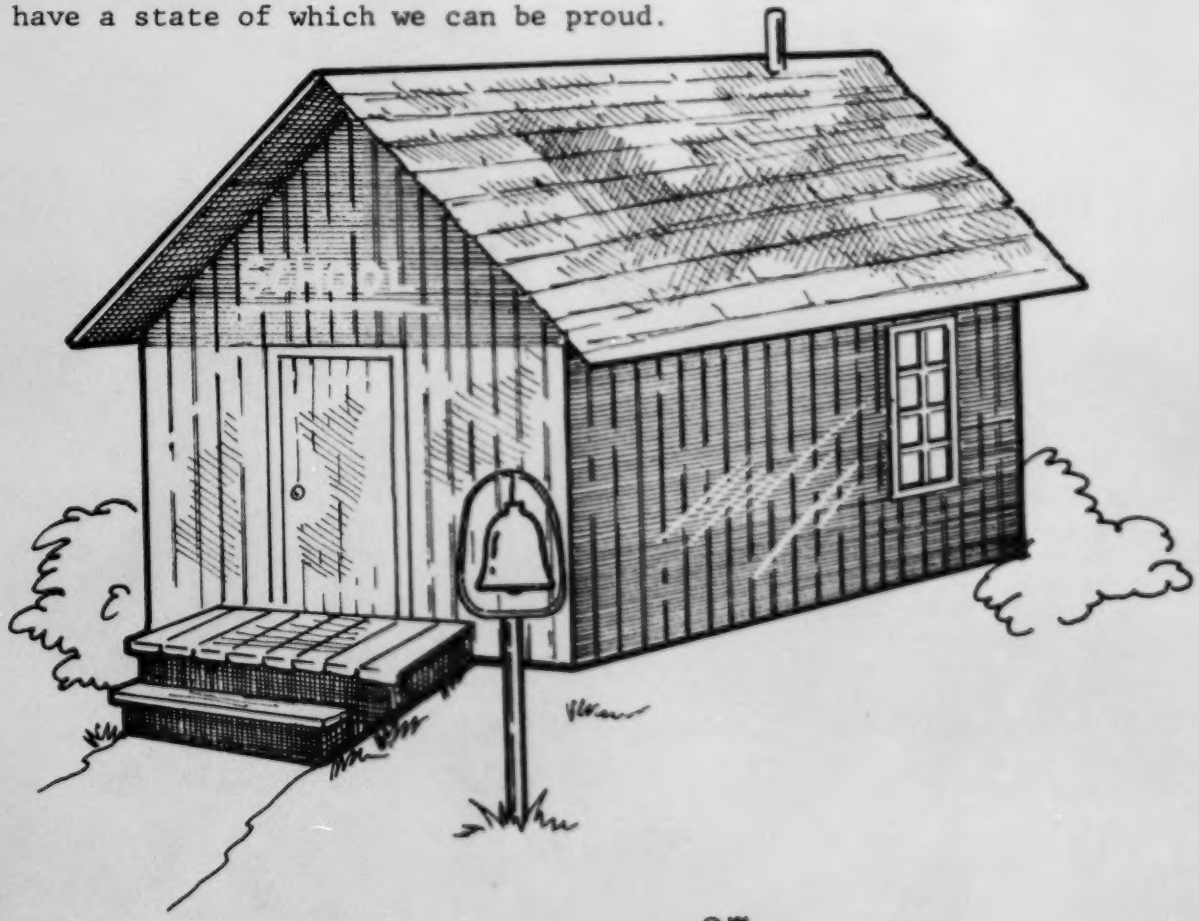
Living on the prairie was very dangerous. There were prairie fires, insects that could eat your whole crop in a few hours, droughts, windstorms, and sicknesses as well as bands of outlaws and renegade Indians. There were very few doctors and they would go out of town only if it was a matter of life and death. One other bad thing about living out on the prairie was the loneliness. Sometimes a family would not see another person for weeks at a time and this was hard to handle. The only times the people got together was for a box supper, an ice cream social, a wedding or a funeral. There was very little time to spend sitting around visiting because there was too much work to do. Every person in the family did his share, including the children.

The boys usually had to chop and stack the wood for all the stoves or fireplaces. This had to be done every single day. The fields had to be weeded with a hoe. The cows had to be milked. Water had to be carried into the house. All the harness equipment had to be cleaned and mended. All the animals had to be fed and sheltered.

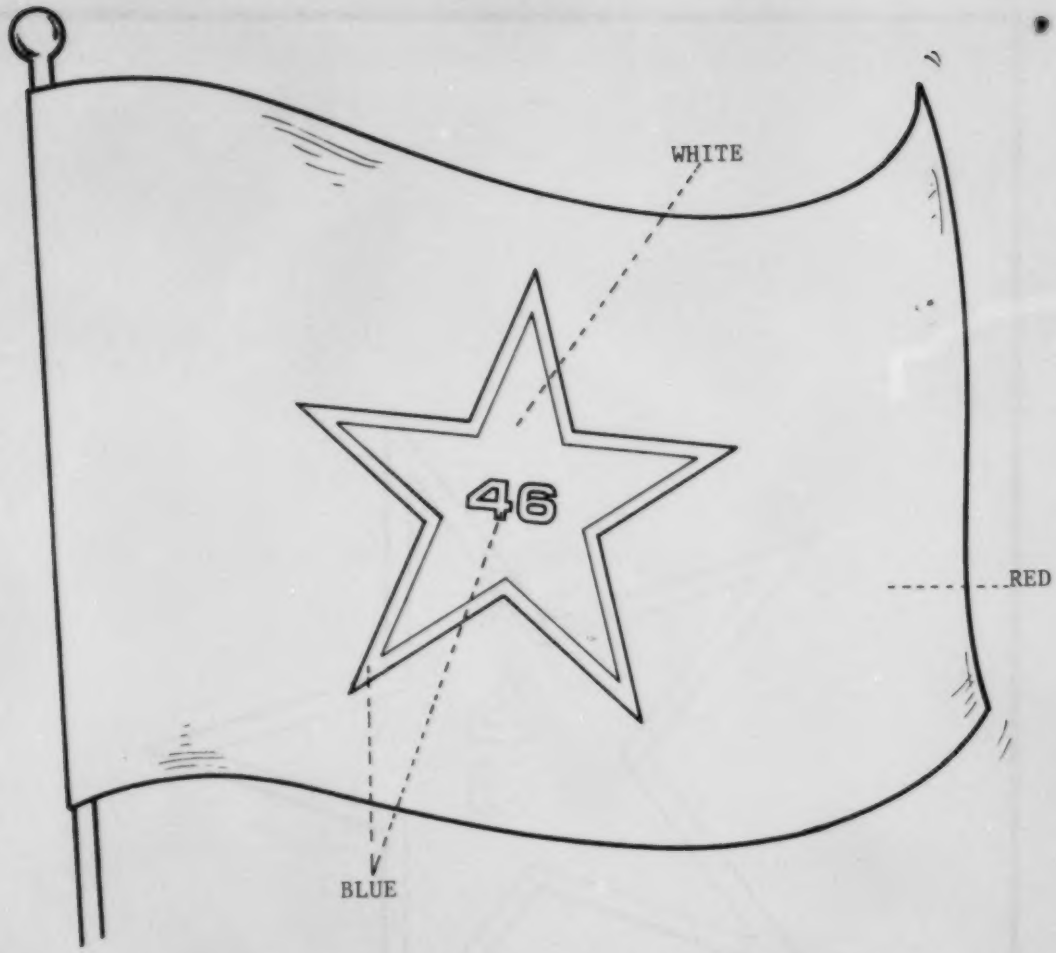
The girls had to help cook, make butter, make candles and soap, weave cloth and make the cloth into clothing, and care for all of the younger children in the family. The scraps of cloth were never thrown away. They were made into quilts. Old clothing that had been outgrown was cut down and made into clothing for a younger child. Nothing was wasted - not even time!

The pioneers did build schools. These were used for church and group meetings. Usually the school was just one room with one teacher teaching all the grades. When it was harvest time, school would be let out so that the children could work. In the schoolroom, the older children helped the younger children and the discipline was very strict! When the children were not in school or helping in the fields there was still plenty of work to do.

The people had a very hard life. They worked hard and lots of them died, but the pioneers of Oklahoma did not give up. They were strong and brave and because they were, we have a state of which we can be proud.



State Emblems & Maps



When Oklahoma became a state in 1907 we had no flag of our own, so this one was designed and the legislature adopted it as our official state flag in 1911. The 46 meant that it was the forty-sixth state.

The flag we have now was adopted in place of this one in 1925.

The flag is red, the inside of the star is white, and the numbers and the outline of the star are blue.

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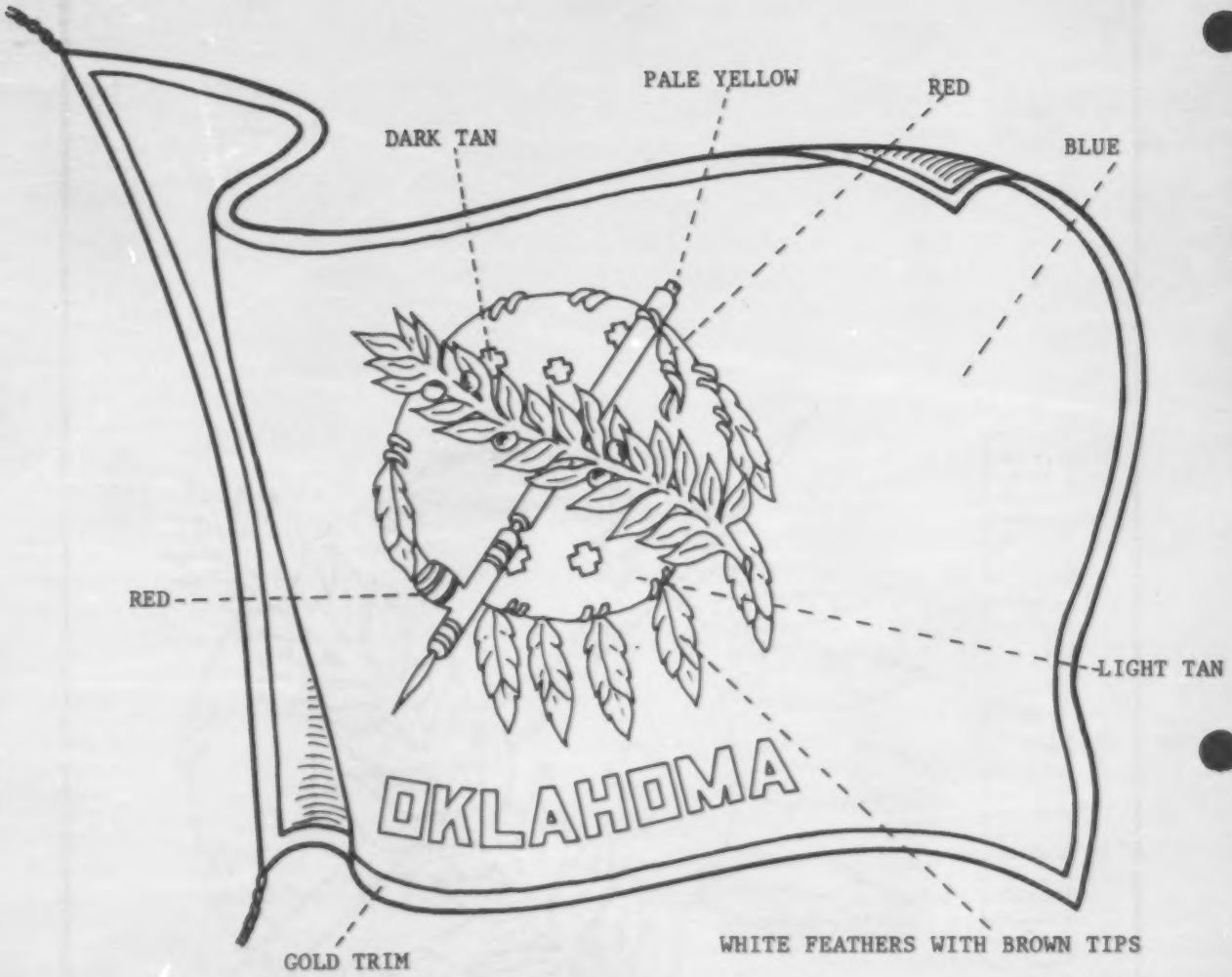


The Oklahoma flag, adopted in 1925, uses an Osage warrior's buckskin shield as its main feature. Over the shield are a peace pipe and an olive branch, crossed. The peace pipe is the Indian symbol of peace and the olive branch is the white man's symbol of peace.

OKLAHOMA

GREAT SEAL OF THE STATE OF OKLAHOMA
LABOR OMNIA VINCIT
1907

STATE BIRD
SCISSOR-TAILED FLYCATCHER

STATE TREE
REDBUD

STATE FLOWER

MISTLETOE

STATE ANIMAL
BISON

State Song

By Rodgers and Hammerstein

OKLAHOMA!

"Brand new state! Brand new state, gonna treat you great!

Gonna give you barley, carrots and pertaters,

Pasture fer the cattle, Spinach and Termayters!

Flowers on the prairie where the June bugs zoom,

Plen'y of air and plen'y of room,

Plen'y of room to swing a rope!

Plen'y of heart and plen'y of hope.

Oklahoma, where the wind comes sweepin' down the plain,

And the wavin' wheat can sure smell sweet

When the wind comes right behind the rain.

Oklahoma, ev'ry night my honey lamb and I

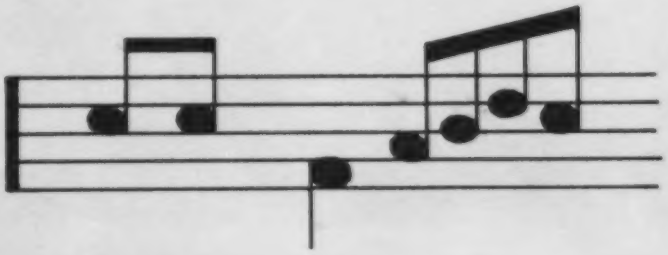
Sit alone and talk and watch a hawk makin' lazy circles in the sky.

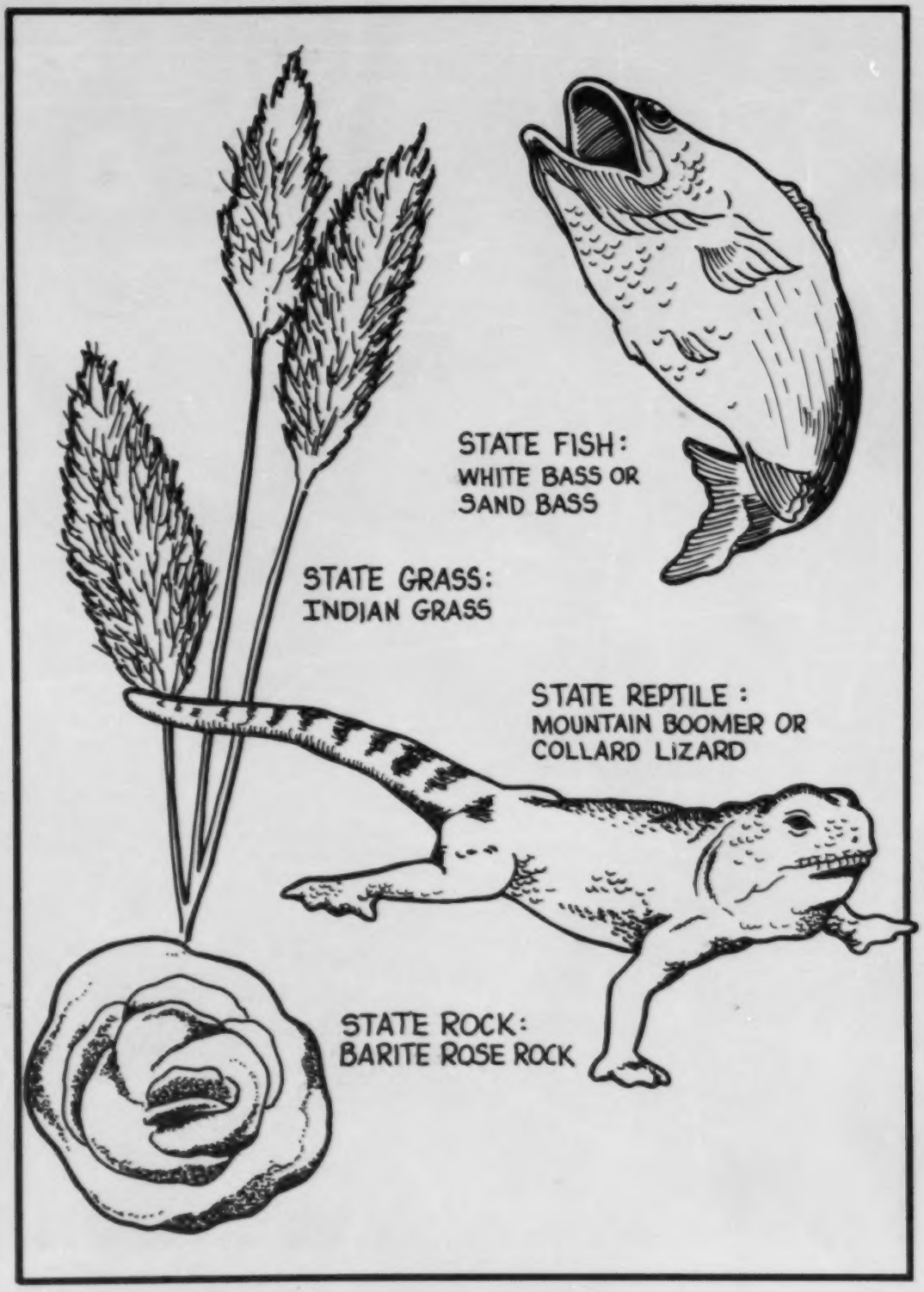
We know we belong to the land

And the land we belong to is grand!

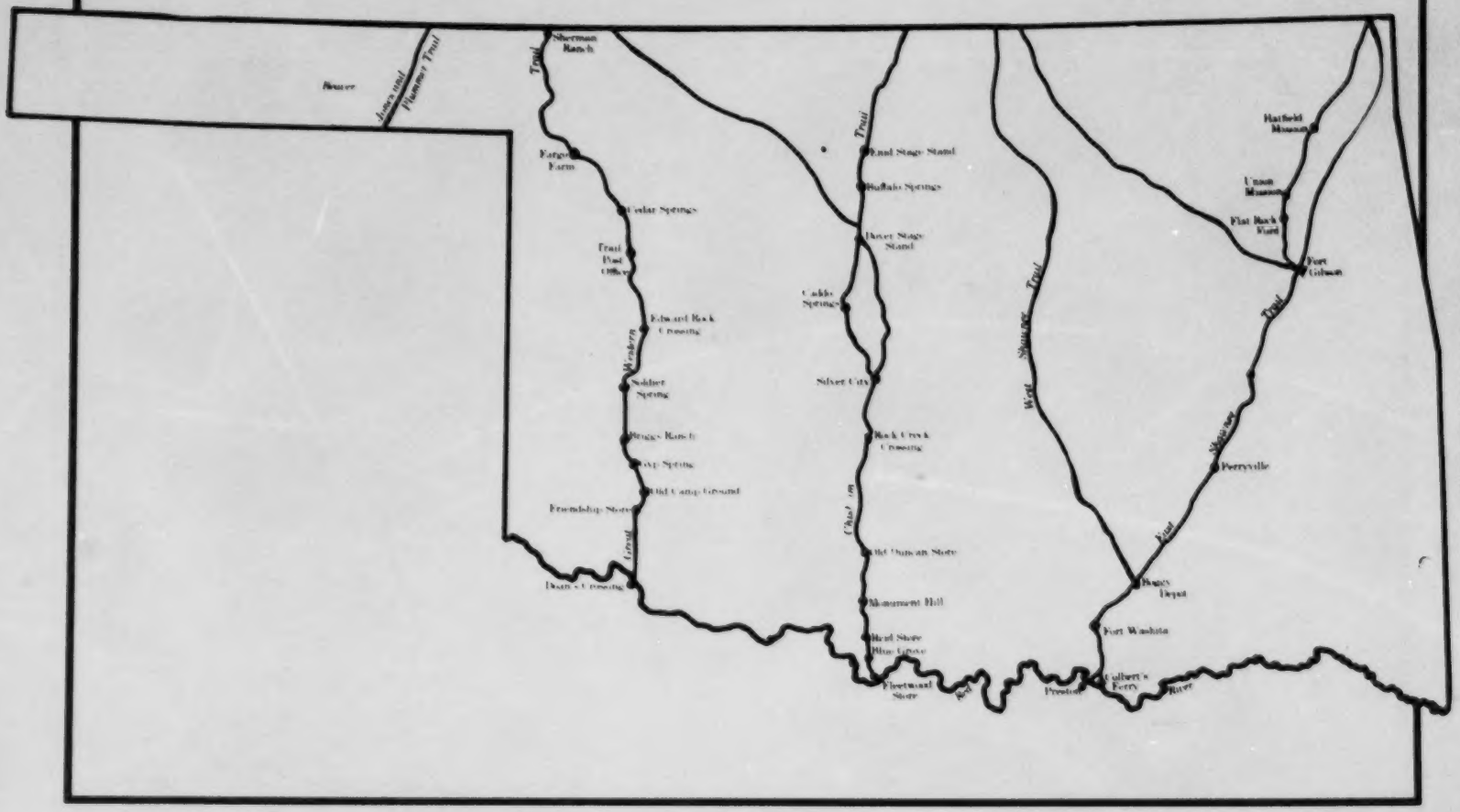
And when we say - Yeeow! A-yip-i-o-ee ay!

We're only sayin' You'r doin' fine. Oklahoma! Oklahoma! - O.K."




STATE FISH:
WHITE BASS OR
SAND BASS
STATE GRASS:
INDIAN GRASS
STATE REPTILE:
MOUNTAIN BOOMER OR
COLLARD LIZARD
STATE ROCK:
BARITE ROSE ROCK

CATTLE TRAILS



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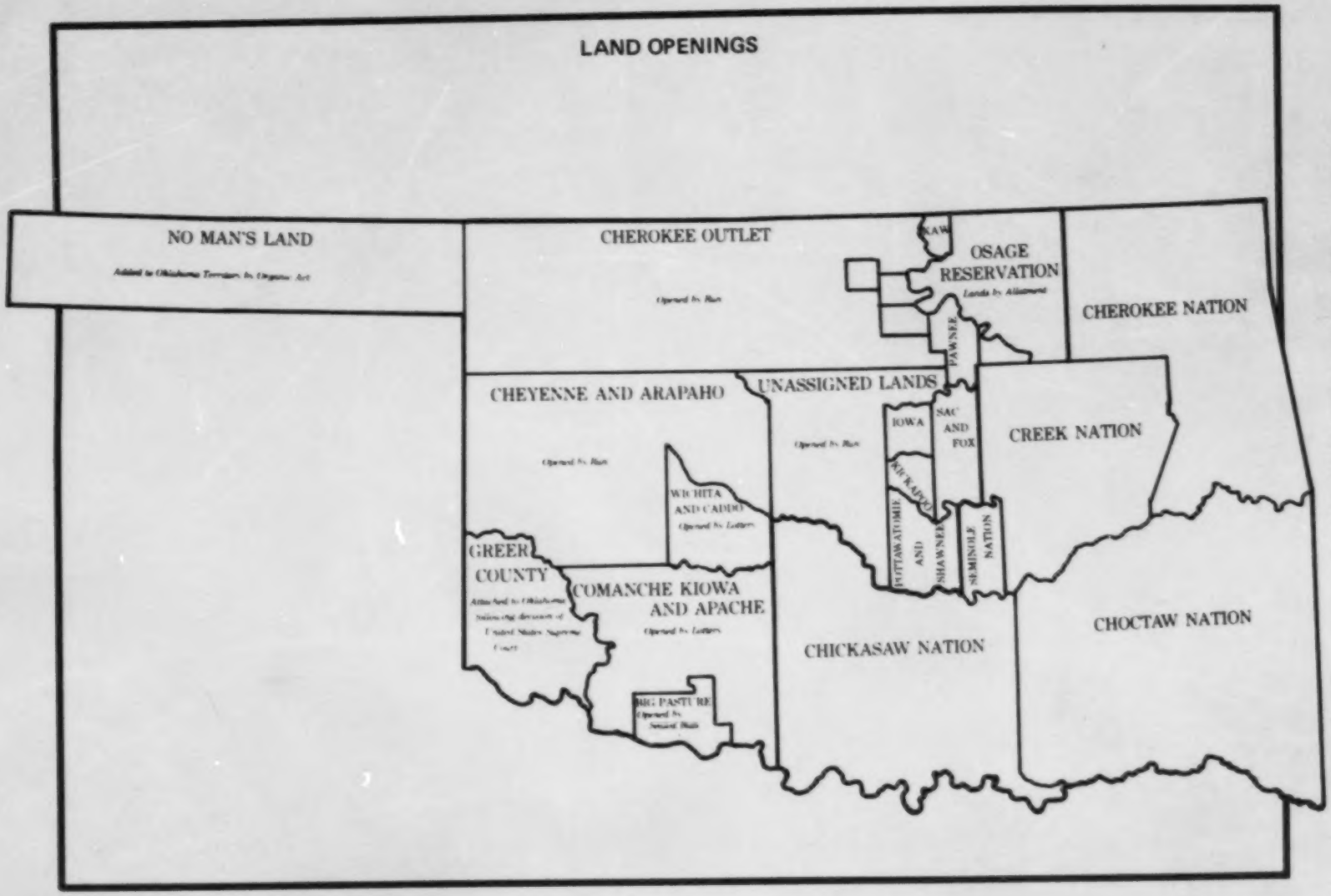

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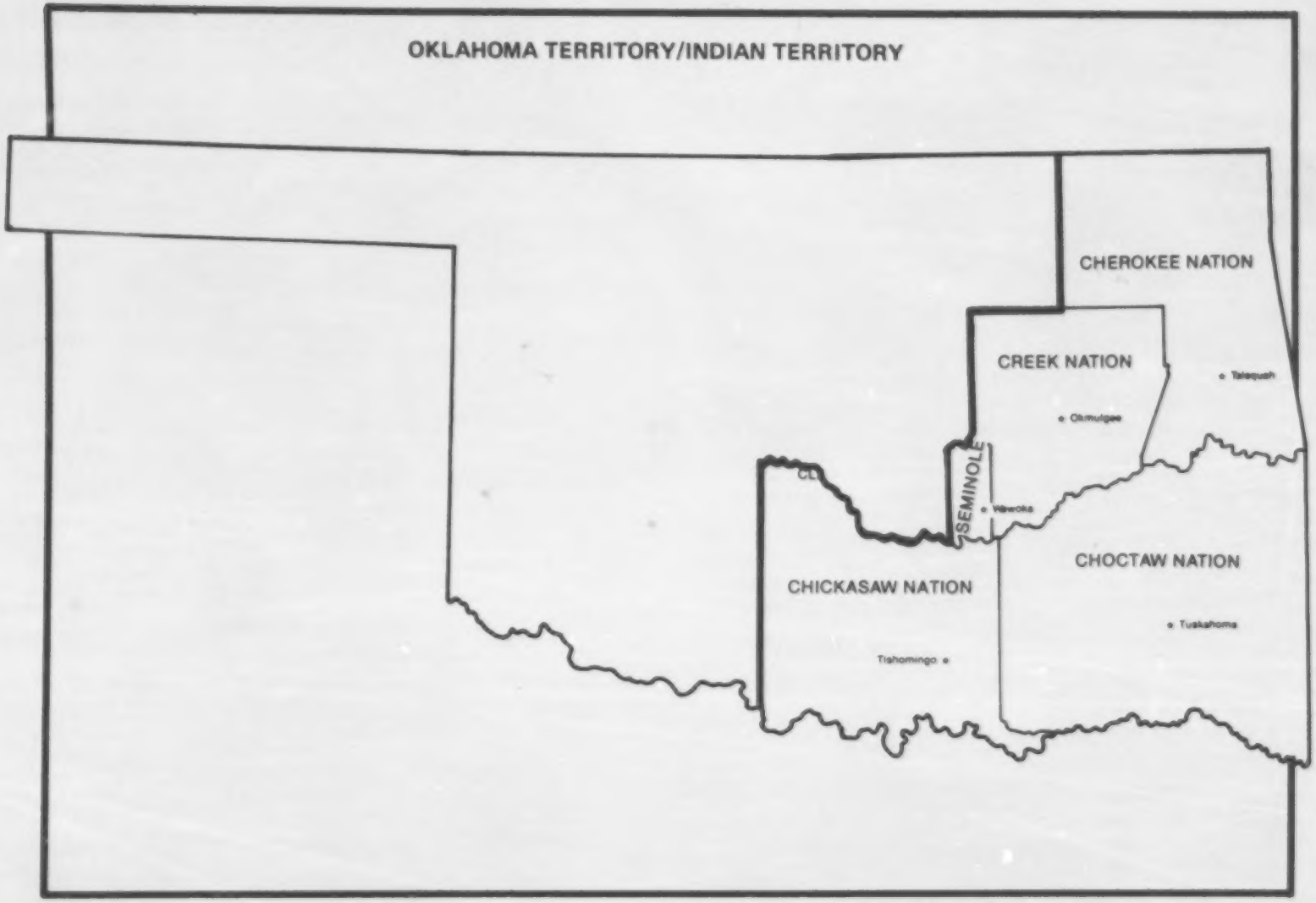
OKLAHOMA TERRITORY/INDIAN TERRITORY
CHEROKEE NATION
CREEK NATION
Tallequah
Okmulgee
SEMINOLE
Wewoka
CHICKASAW NATION
Tishomingo
CHOCTAW NATION
Tuskahoma

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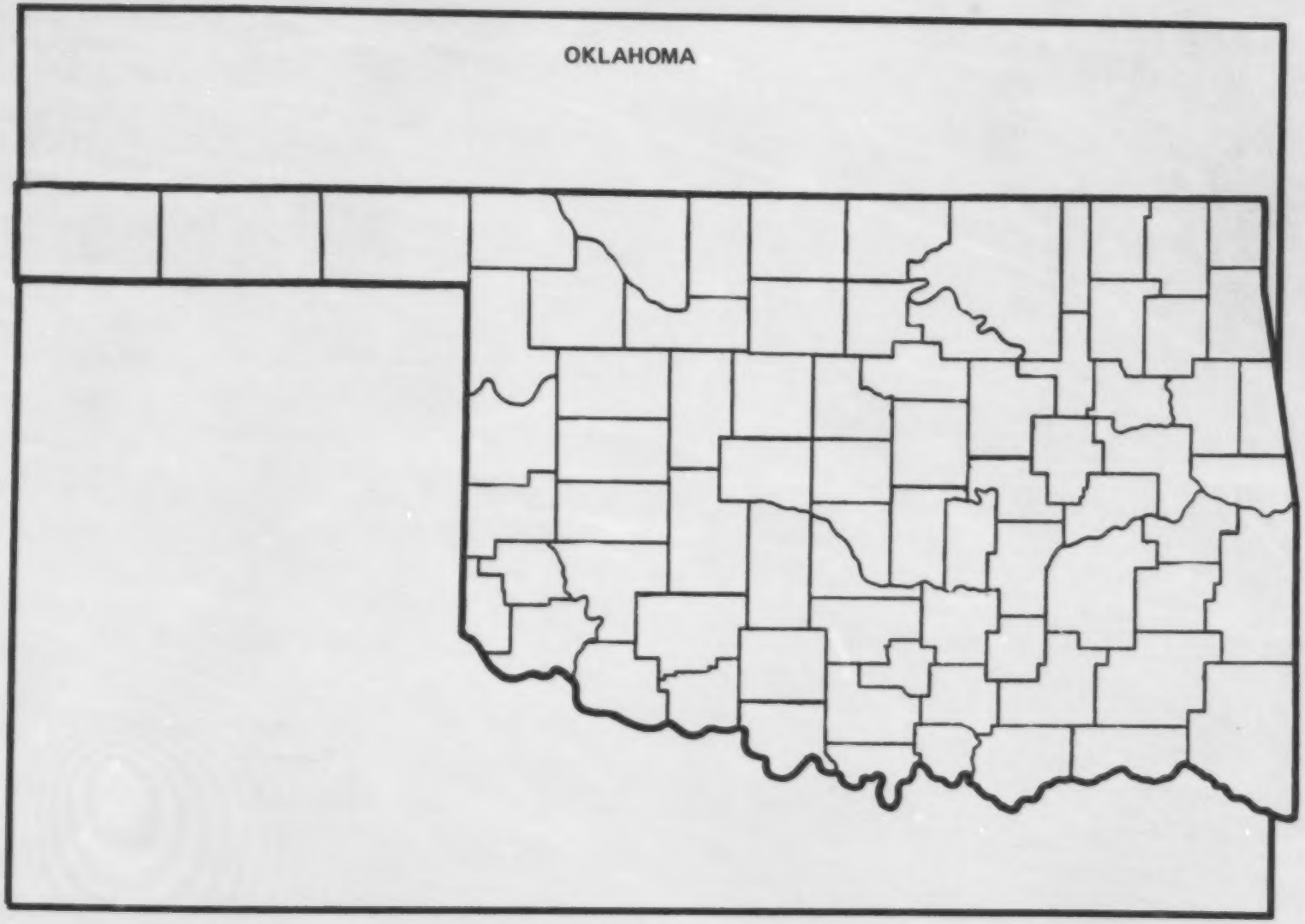
OKLAHOMA WITH COUNTY NAMES



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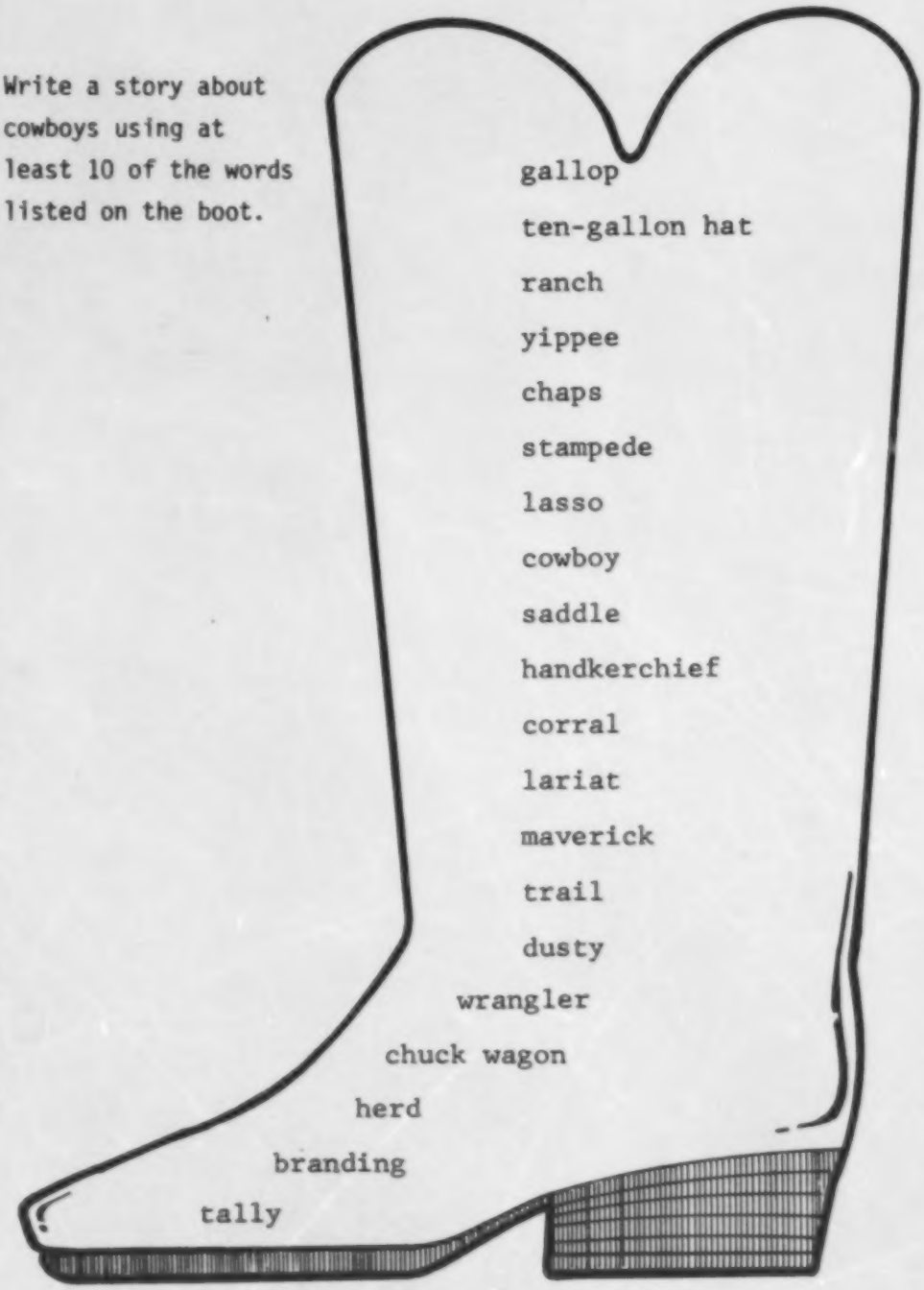
Oklahoma Activities

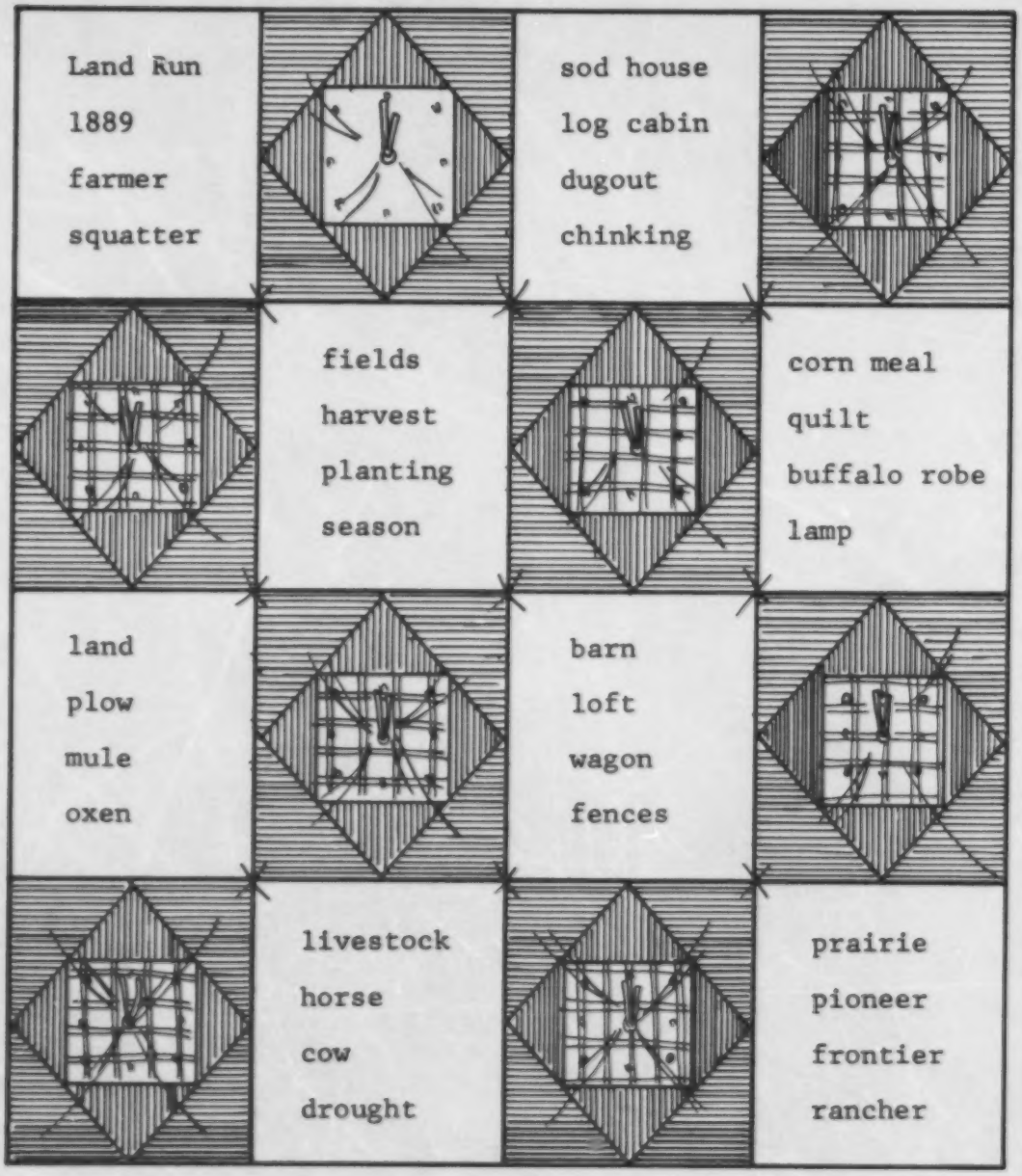
COWBOY STORY STARTERS

Write a story about cowboys using at least 10 of the words listed on the boot.

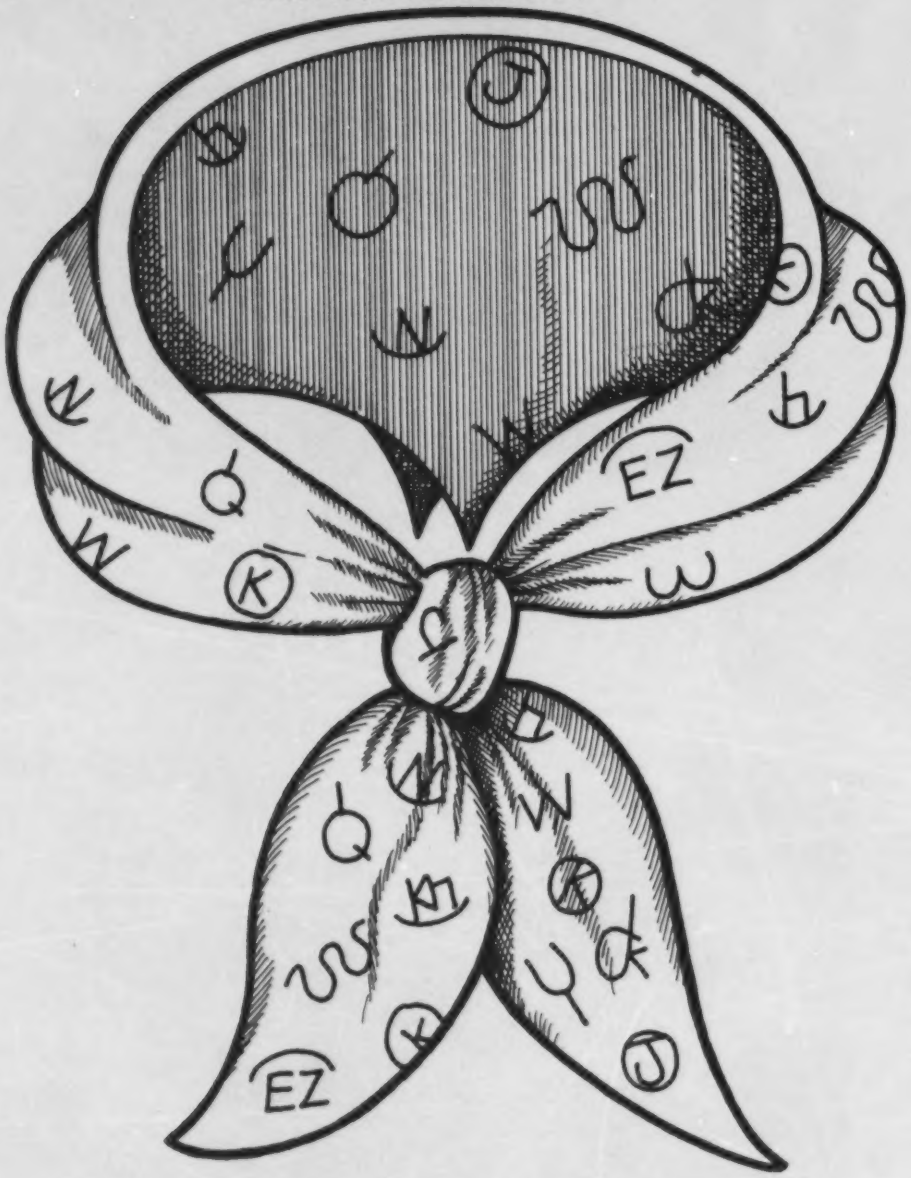


HOMESTEADING STORY STARTER

Write a story about the pioneers settling in their new home using at least 16 of the following words.



WESTERN HANDKERCHIEF

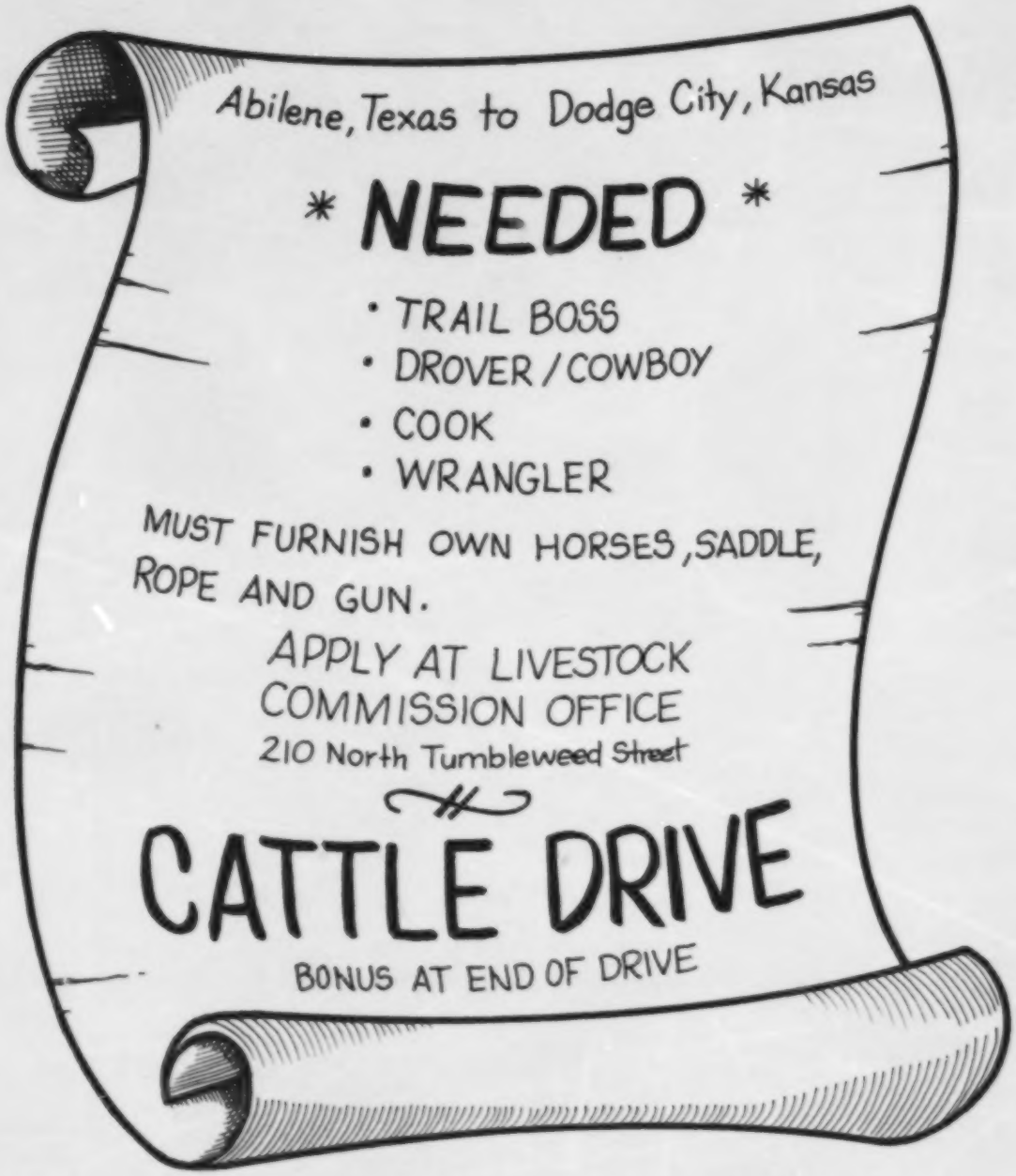


Make a Western Handkerchief. Cut approximately a 24-inch square of muslin for each student. Have each student use a dark brown marker to draw different brands on his/her handkerchief. (The older students might hem theirs.)

Tie and wear.

FROM FOREST TO CACTUS

Compare the different geographical regions of the state. Prepare a class terrarium and cactus garden. Note the different types of plants, soil, and moisture requirements for each to thrive.



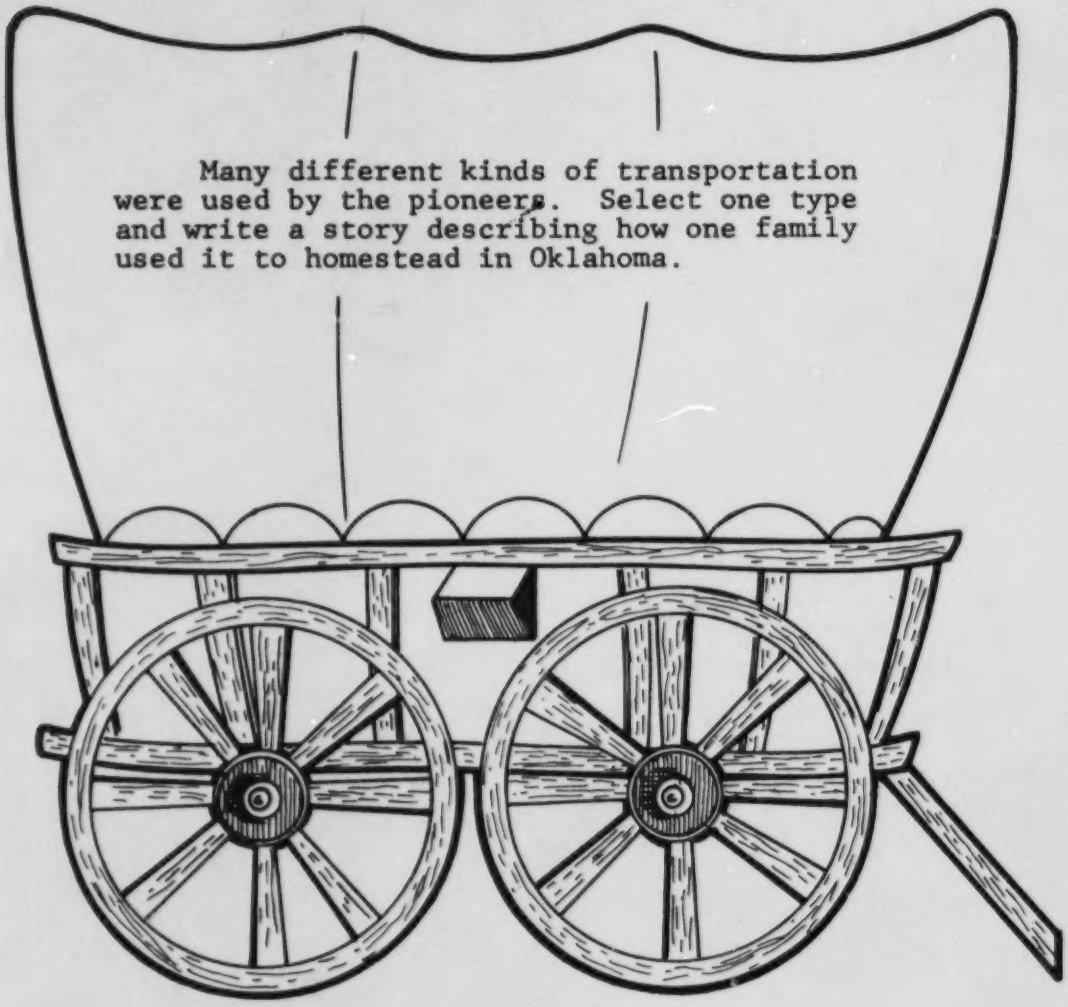
Investigate the job opportunities on a Trail Drive. What were the duties and qualifications for trail boss, drover, cook, wrangler, etc.?

WHEN I GROW UP . . . IN 1889

Pretend that you are a child in 1889 and write a paragraph describing what you want to be. You may choose from the list or select a different job.

Banker	Peddler
Blacksmith	Prospector
Cavalry Officer	Rancher
Cook	Restaurant Owner
Cowboy	School Teacher
Dentist	Scout
Doctor	Sheepherder
Drover	Shopkeeper
Farmer	Stage Driver
Guide	Surveyor
Lawman	Tailor
Lawyer	Trail Boss
Miner	Trapper
Newspaper Owner	Wrangler

FEET AND WHEELS



Many different kinds of transportation were used by the pioneers. Select one type and write a story describing how one family used it to homestead in Oklahoma.

bicycle	mule
buckboard	on foot
burro	oxen
cart	prairie schooner
conestoga wagon	stagecoach
flatboat	trains
horseback	travois
	wagon

SWING-A-ROPE

Pioneer children played jump-the-rope at recess just as you do. Write a jump rope jingle to share with your friends.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Practice learning to "rope the horse" using a chair or post as the horse. How many times in a row can you "rope the horse"?

_____

EXPLORER'S LOG

EXPLORER'S LOG

April 30, 1875

CATTLE TRAIL DIARY

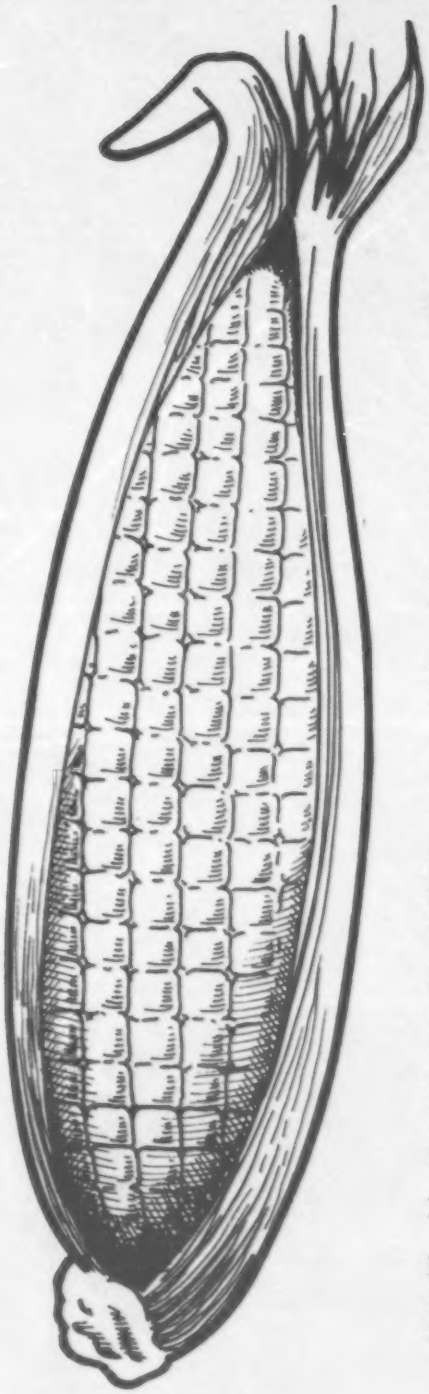
BUTTER

Make butter and compare with purchased butter and margarine. Discuss why it was necessary to make it often and how the pioneers saved it a few days. Serve the butter on corn bread prepared by the class.

* * *

Fill a jar half full with cold whipping cream and shake it really fast. Do this until butter appears. Transfer to bowl and rinse with water. Press out the extra buttermilk with a spoon. Add a small amount of salt. Press into bowl. Chill and serve.

QUART



CORNY IDEAS

Corn was very important to the pioneers. It provided food for both the people and farm animals.

* * *

Plant corn in large container.

Prepare corn on the cob. Butter and enjoy.

Grind corn with two stones. Make cornbread.

Make cornbread using a mix. Compare with the pioneer version.

Prepare Spoon Bread.

Prepare parched corn. Dry corn on cob for two days. Shell. Place some kernels in iron skillet over medium heat. Add salt and butter. Stir until golden brown. Eat.

Pop some corn. Prepare caramel corn and popcorn balls. String some for Christmas tree decorations.

Try shoepeg corn, creamstyle corn, corn with peppers, hominy, and grits.

Make corn husk dolls.

Make an art mosaic picture (a rooster) using Indian corn with beans and other seeds.

QUILT

Make a quilt! Have the students stitch together pieces of material to form a quilt block. Set the blocks together with a coordinating fabric and quilt using quilting thread and needles. Often there are people in the community that will come to the school and stitch the quilt. This is particularly effective if the work area is near the traffic lanes. The students are able to observe the progress. To cover expenses the quilt could be auctioned at a local fair. (Set minimum price before auction.)

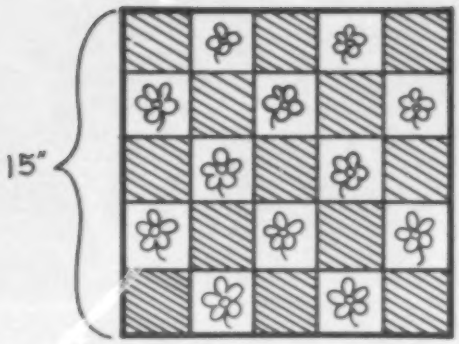
The quilt design and size will determine the amount of backing material and batting to be purchased. Decide upon a quilt-block design and provide each student with exact instructions and pattern.

The quilt may be a homeroom project or grade-level project with only those who wish to participate.

* * * * *

One simple design is a 20-block quilt with each block consisting of 25 squares. It can be made into a full or queen-size quilt by varying the width of strips that set the blocks together. Set together with white and use a school color to back the quilt. This helps to promote school spirit!

TWENTY-FIVE BLOCK QUILT

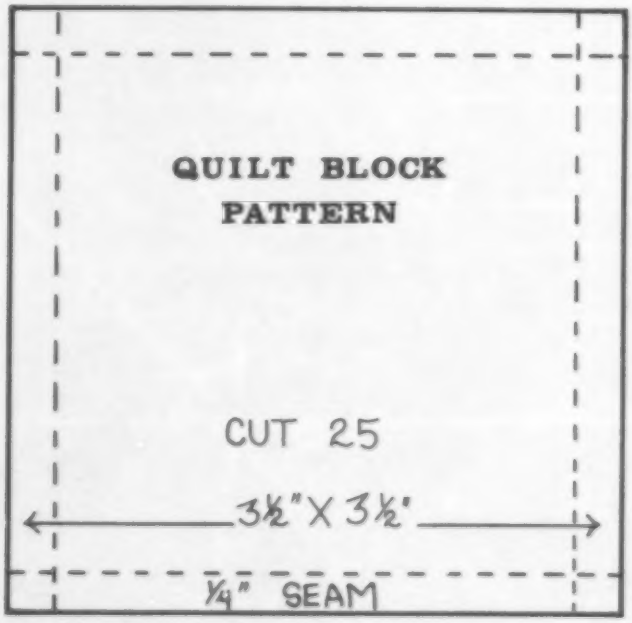


The finished block will have 25 squares. Use at least two different coordinating pieces of materials.

Select ONLY cotton or cotton/polyester blend broadcloth.

Use 1/4-inch seams. The pieces may be stitched together by hand or on the sewing machine.

Press open all seams.



SOAPSUDS

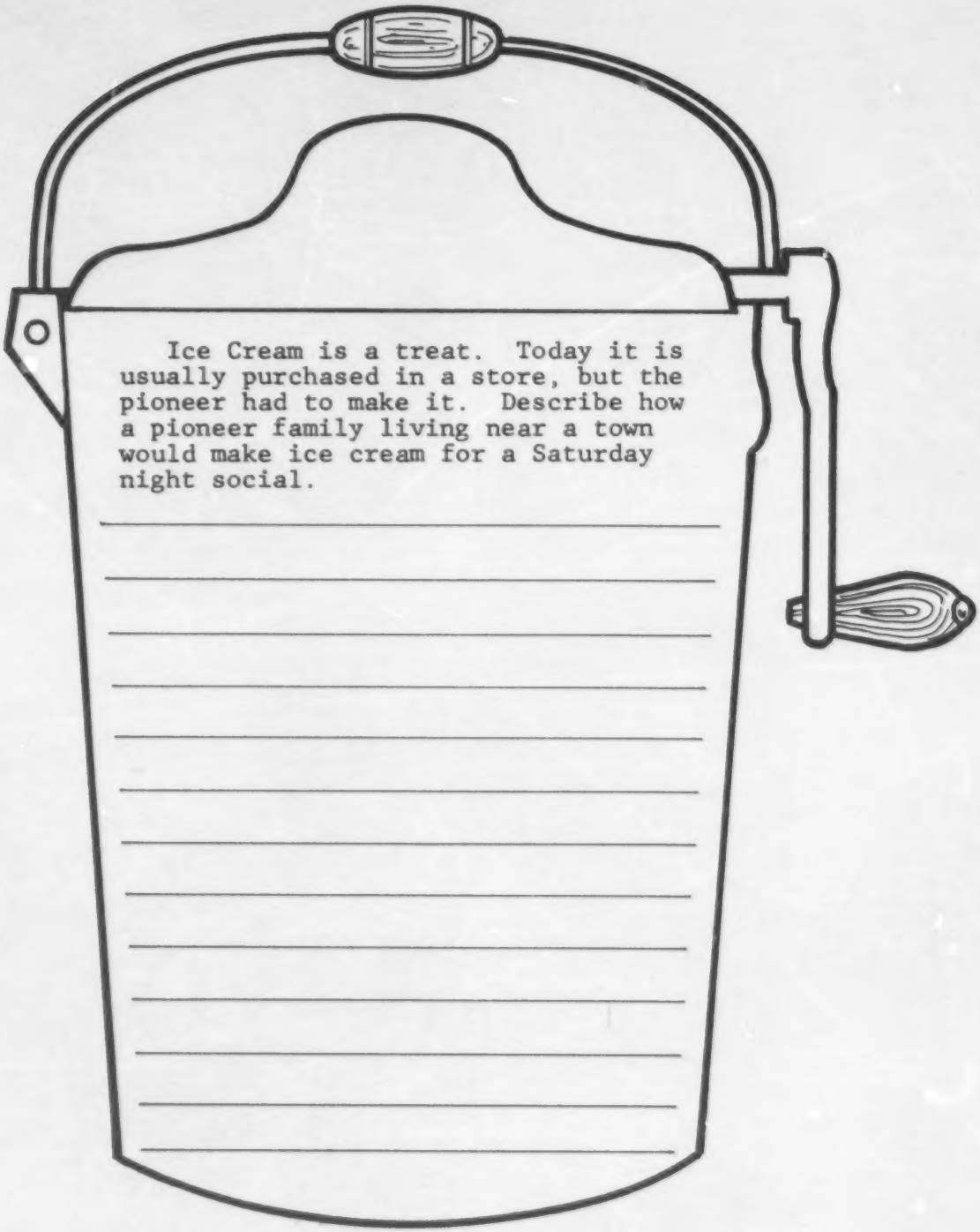
The pioneers made their own soap. It was made from fat and lye. To make the soap required a lot of time and hard work, so a year's supply was usually made at one time. The fat had to be collected all year and the salt removed. This was done by washing it in hot water. The lye was made from wood ashes. The ashes were leached by allowing water to drip through them. This formed an alkaline solution that was the lye. If an egg floated in it, the solution was strong enough to be used.

The grease and lye were cooked for a long time to form soap. It was a soft soap and a brine solution was added to form a hard soap.

* * *

Make soap as a classroom project using the instructions on the can of lye. Refer to To Be a Pioneer by P. C. Burns and R. Hines from Abingdon Press, 1962, for instructions on making lye and soap exactly as the pioneers would have.

ICE CREAM ACTIVITIES

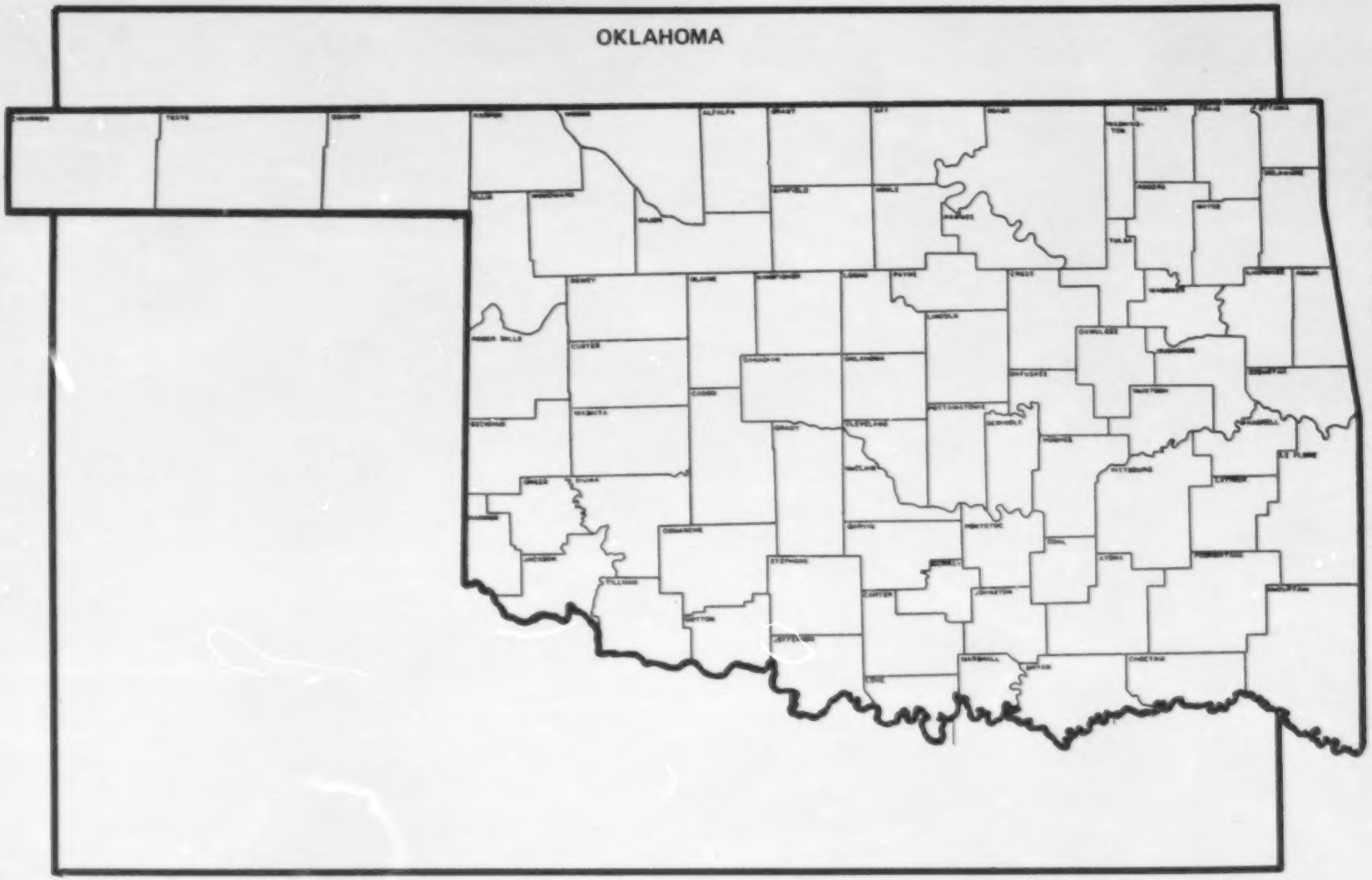


Ice Cream is a treat. Today it is usually purchased in a store, but the pioneer had to make it. Describe how a pioneer family living near a town would make ice cream for a Saturday night social.

MY FAMILY MAP

The people who settled Oklahoma came from many places in the United States and around the world. On a map trace your family.

Mark each town, city, or farm with a dot. Connect the dots. Include family members and dates if they are known.



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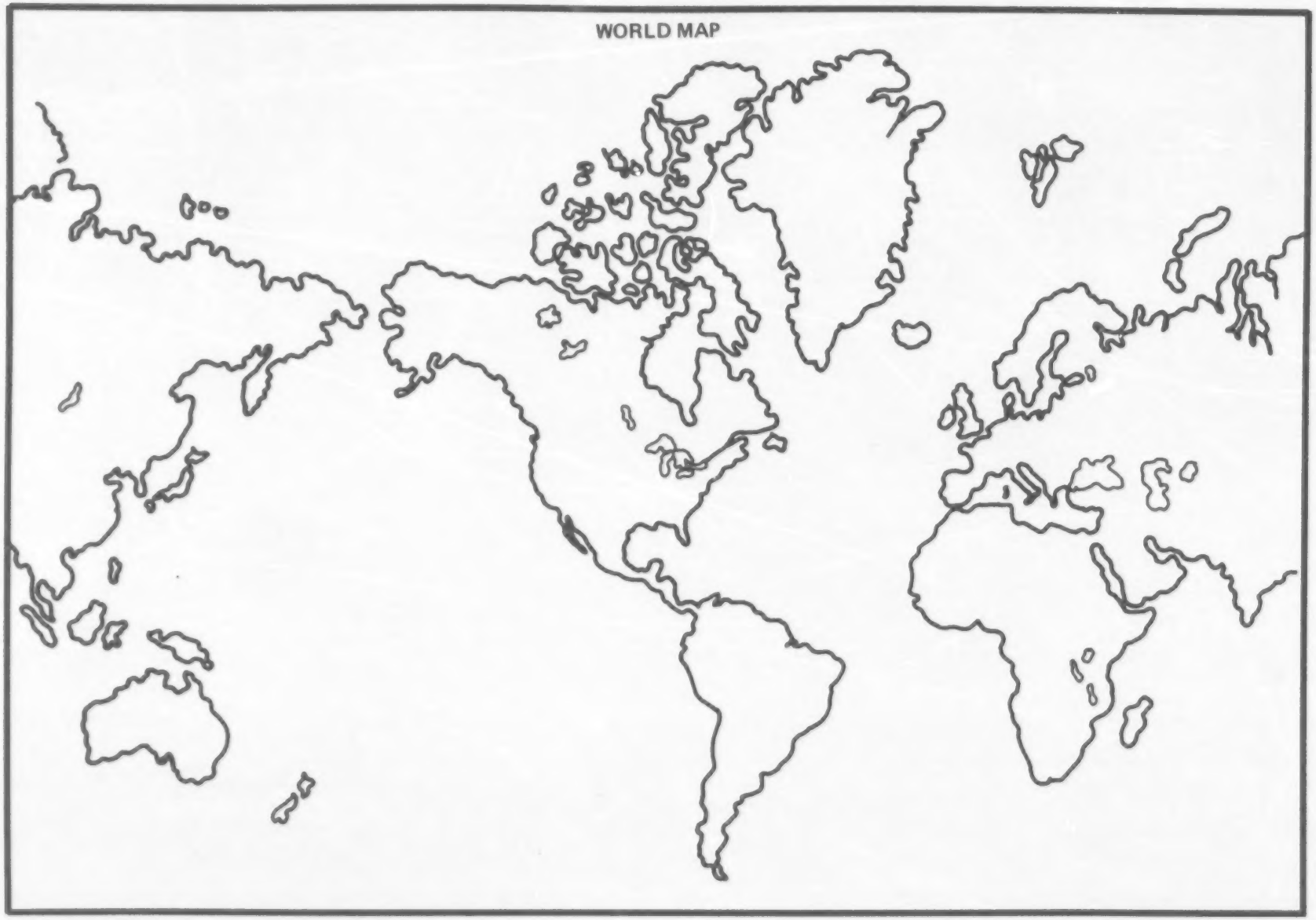
UNITED STATES

WORLD MAP



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MY FAMILY TREE

The Community News

PIONEER EDITION

THE STORY OF OUR TOWN

Date of founding: _____

It was founded because: _____

It was founded by: _____

Special Events

The important events that have taken place in our town have been: _____

First People _____

Historic Buildings _____

Historic Places _____

89'ER CELEBRATION

Plan a schedule of activities for one day or a week. Select from the classroom-tested ideas choosing those appropriate for your grade level.

1. Obtain from the Oklahoma State Department of Education a copy of the Oklahoma Coloring Book for each child.

2. Obtain from the Oklahoma Tourism Department an Indian Headband and copies of Oklahoma and the Cowboy, Oklahoma and the Indian, state map, and State Seal for each student. Also obtain a copy of pictures of the Governor and Lt. Governor for each classroom.

3. Invite the local historian to speak and present a slide series of old photographs. (Prior to the celebration, use the Kodak Visualmaker to copy the old photographs. Snap 2 slides of each picture, keep one for the school collection and present a set of slides to the historian.) This works best for grades 3 and up.

4. If a safe area is available arrange an exhibit of pioneer artifacts. Include children's toys and clothing, kitchen tools, old photographs, autograph and picture albums, pot holders and other crocheted items, farm tools, barbed-wire collections, quilts, lamps, etc. (Keep a complete inventory of all items and ownership until the items are removed from the school.)

5. Introduce a unit of songs about Oklahoma, pioneer times, or cowboys.

6. Learn some rhythmic movement activities such as square-dance steps.

7. Invite a farrier (blacksmith) to bring some equipment for a demonstration. Have a bucket of old horseshoes and have a drawing in each class participating. Give the winner of the drawing a horseshoe.

8. Invite a small animal trapper to bring examples of his work. Different species may be studied by observing different pelts, jaws and teeth, tracks, etc.

9. Have a quilting exhibit. See quilt lesson. (Begin this part at least 2 months before 89'er Week.)

10. Invite a group of costumed Native Americans to perform some dance routines. (Note: some groups charge a small fee.)

11. Invite the local Rodeo Association to ride around the playground and carry the flag during 89'er Week opening ceremonies. (Note: Some groups charge a parade fee.)

12. Invite the owners of any mule or oxen teams to come for a short visit.

13. Invite the local FFA chapter to bring a group of young animals (calf, lamb, pig, rabbit, chickens, etc.) for the younger children to observe.

14. Schedule the movie Run of 1889, available from KTVY and OSU. (30 minutes, B/W. Actual photographs.) Fee.

15. Have an Oklahoma Lunch. Usually cafeteria personnel will be willing to cooperate within the limits of lunchroom menu restrictions. A suggested menu could include BBQ-Beef on a Bun, Salad, Baked Beans, Peach Cobbler, and milk. This menu reflects several Oklahoma products: beef, wheat, peaches, and milk. Have each class invite someone to join them for lunch. Send written invitations. Superintendents, principals, local members of the state legislature, mayors, the Governor, and the Lt. Governor are some suggested visitors.

16. Have a Stick-Horse Decorating Contest. This may be for the 1-2 grades, 3-4 grades, or 5-6 grades. The youngest students may be given instructions that allow parental assistance. This is an effective way to handle a contest for grades 1-2. Have ribbons for the champion horse from each homeroom. Have a prize for the champion horse from each grade level. A Grand Champion trophy could be awarded to the outstanding horse. Provide Certificates of Merit to each entry. An additional but expensive idea is to provide snapshots of each student and his/her horse. It does provide a lot of positive public relations for the school. For a finale have a stick-horse parade. Have parents pick up horses or limit the number returning home on a bus to perhaps no more than 5 each day.

17. Have Western Dress-Up Day. Include faculty and students. Send notification home including any rules such as no toy rifles or spurs. (Note: toy rifles are a bus hazard and spurs are a problem on carpeted physical education facilities.)

18. Have a Land Run. The type and rules will be determined by the grade levels involved and the amount of open space for the Land Run. The students may run to stake-off a piece of land or run to claim a previously surveyed and marked piece of land. A very small playground may become a run-site. Mark the starting line. (See the Athletic Department.) Procure flags from the telephone company. (Use pliers to bend top of wire over to prevent accidents.) Have older students place in the ground the flags that have been numbered according to a map. For at least 2-4 weeks the "map" of the run area could be displayed in the library or hall. The students could select which plots they preferred. On the appointed day, all would run and claim a flag. The first one to pull a flag from the ground would be eligible to register a claim for that plot. Later he/she could compare the flag number with the map numbers to determine what type of plot he/she claimed.

The Run Map could be a simple geographical drawing divided into counties with town sites. Rivers, forests, desert areas, mineral deposits, etc. could be included. This type of activity provides a "fun way" to learn map skills.

ADDITIONAL SUGGESTED CLASSROOM ACTIVITIES

1. Interview older citizens who were in Oklahoma at time of statehood.

2. Select several famous Oklahomans and prepare biographies. (Obtain a copy of Biographies of Entrepreneurs in Oklahoma History from the State Department of Education.)

3. Collect newspaper articles about historical sites. Prepare questions or other activities and place in learning center folders.

4. Collect the inserts from the telephone bills that have a picture and short descriptive paragraph about a historical fact or item. Use in Oklahoma Center.

5. Prepare map of the travels of one of the explorers who visited Oklahoma.

Francisco Coronado	Stephen H. Long
Hernando De Soto	Thomas Nuttall
Juan de Onate	Thomas James
Bernard de la Harpe	Jacob Fowler
Pierre and Paul Mallet	Washington Irving
Fabry de la Bruyere	Josiah Gregg
Pierre Chouteau	George Catlin
James B. Wilkinson	Nathan Bone
George C. Sibley	Randolph B. Marcy

6. Obtain from the Oklahoma Wheat Commission a classroom supply of Wheat, Flour, and Food. Included are many activities and puzzles to help introduce a cereal grains unit.

Oklahoma Wheat Commission
505 Northeast 46th at Lincoln Blvd., Suite 2
Oklahoma City, Oklahoma 73105
(405) 521-2796

7. Obtain a copy of Living History With Young Children by Patsy Banta, Dr. Judy Powell, and Dr. Frances Stromberg, published by Oklahoma State University as a curriculum guide to be used in the OSU preschool program. While it is intended to serve as an introduction of the elderly to the very young, it includes many pioneer activities.

8. Write to the Oklahoma Historical Society for materials on pioneers and activities for Statehood Day and Eighty-Niner Day Celebrations.

Oklahoma Historical Society
Historical Building, State Capitol Complex
Oklahoma City, Oklahoma 73105

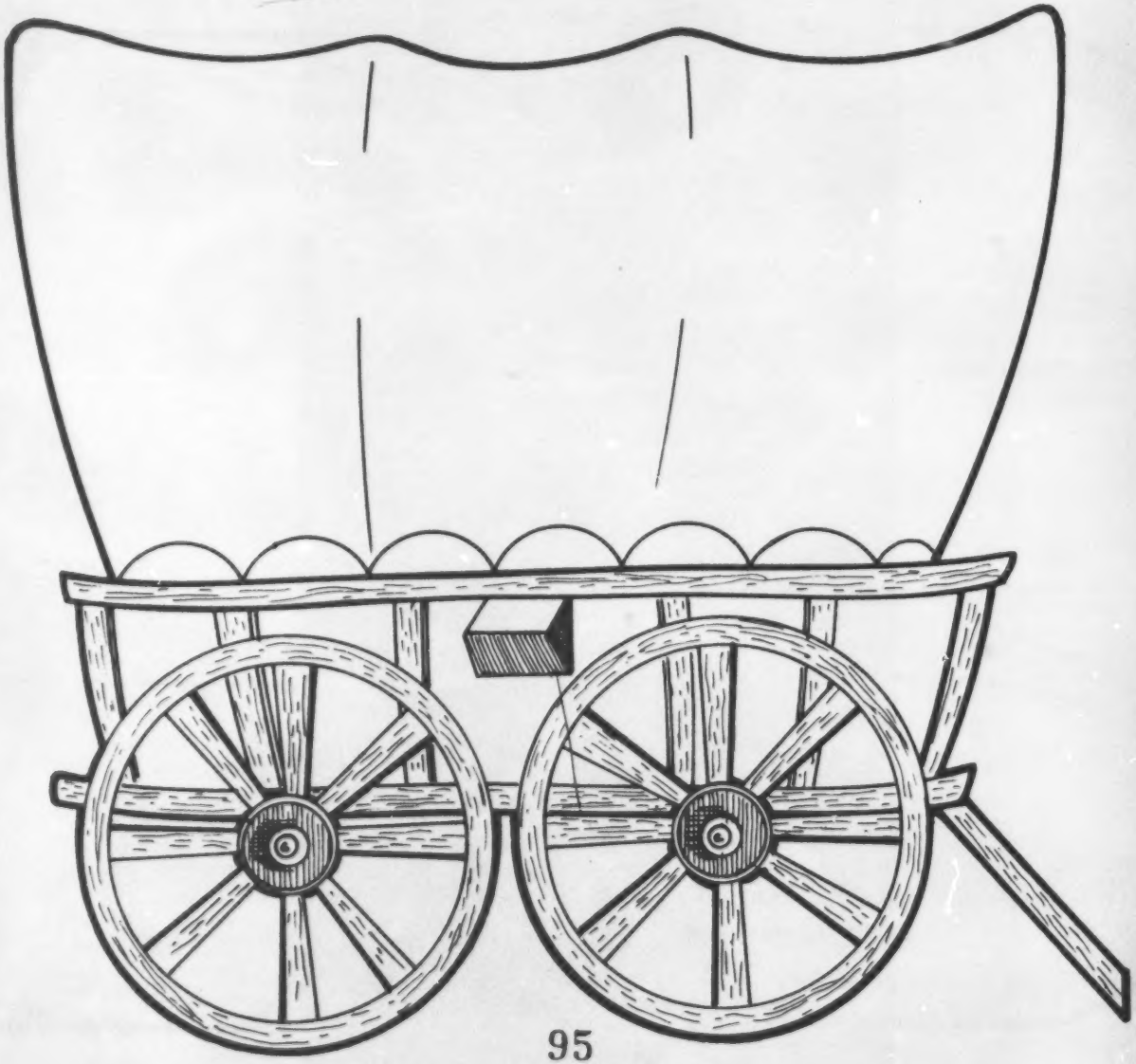
9. Plan a tour of a museum, art gallery, or historical site. Write the Oklahoma Tourism and Recreation Department for a copy of "Oklahoma Museums and Historic Sites" and refer to Native Americans in Oklahoma, State Department of Education, for a listing of Indian heritage museums and sites.

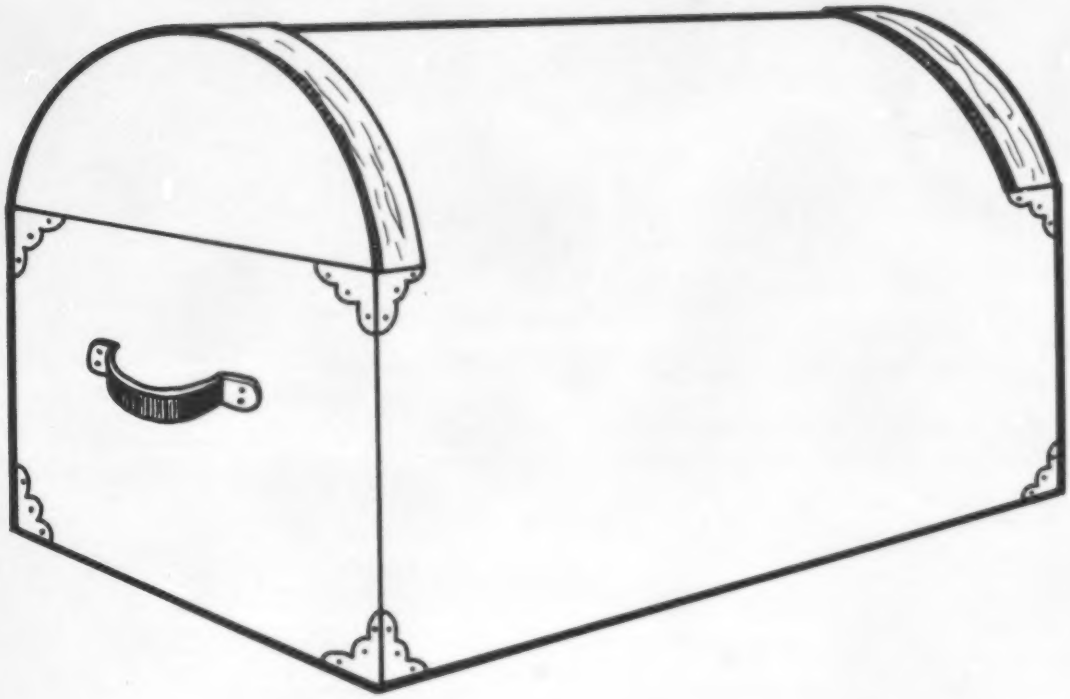
10. Visit a farm and/or a dairy. Observe the farm animals. Milk a cow. Observe the various crops that are grown. Prepare posters of the processes involved in planting, harvesting and processing of cotton, wheat, peanuts, soybeans, etc.

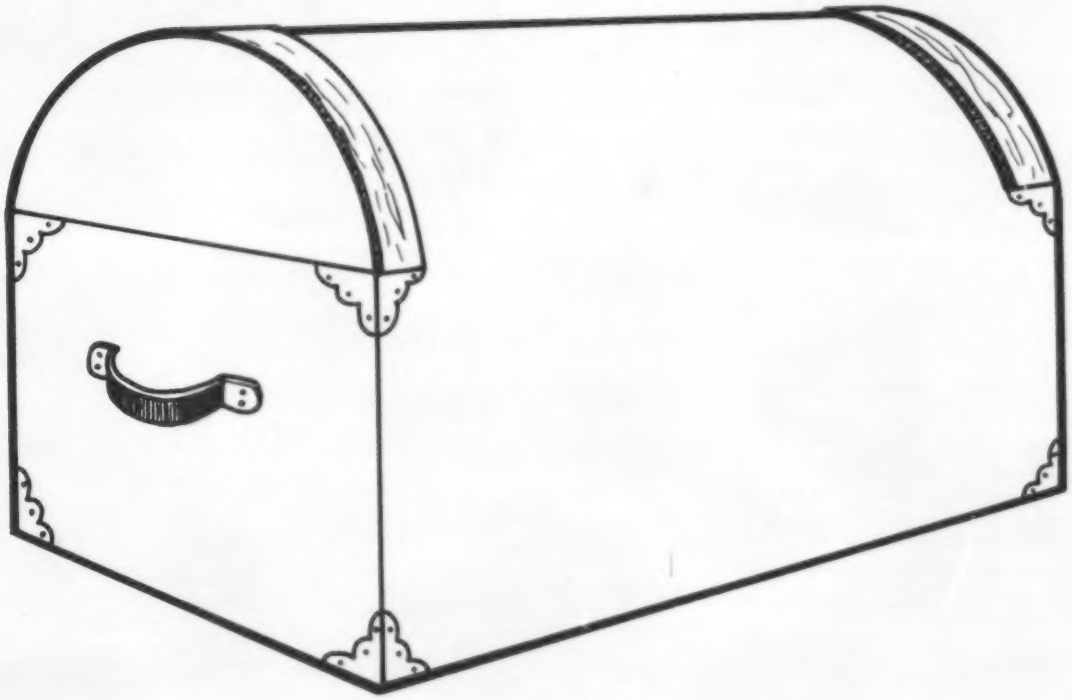
11. Visit an orchard. If possible arrange the visit so that the children could pick an apple, peach, etc. Make a pumpkin pie using a fresh pumpkin. (This will probably involve 2 days.) Dry fruit.

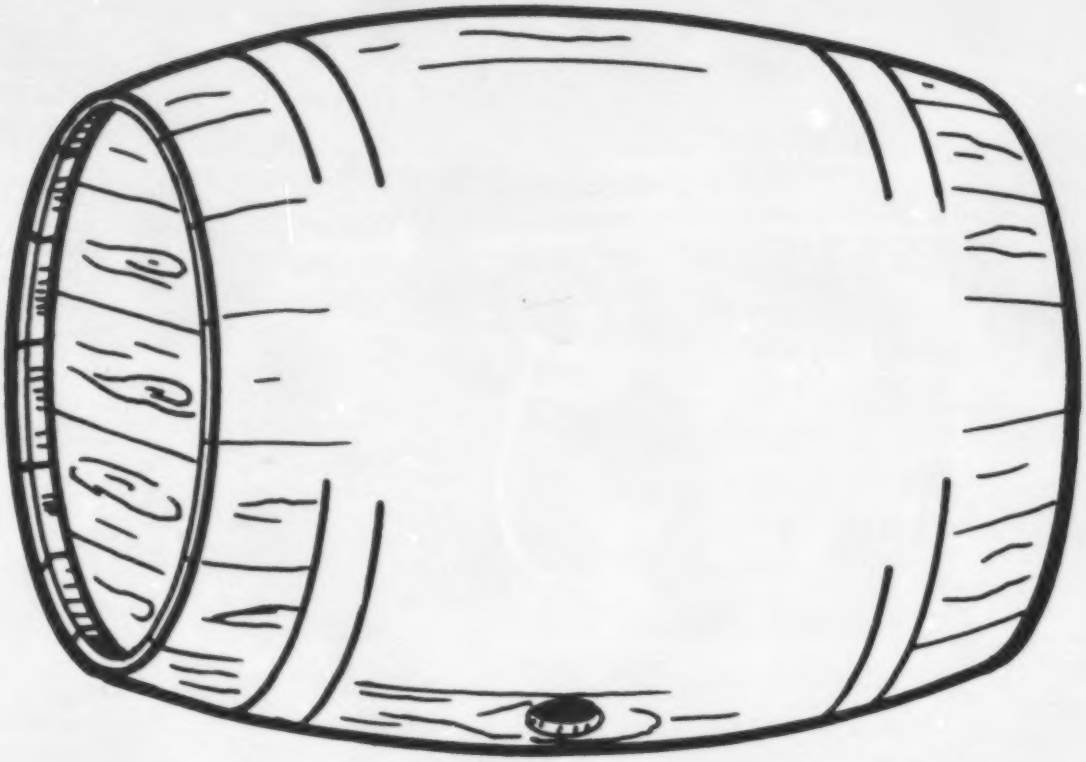
12. See Scoops Of Ideas, Oklahoma State Department of Education, for many learning center suggestions based on Oklahoma brochures and materials.

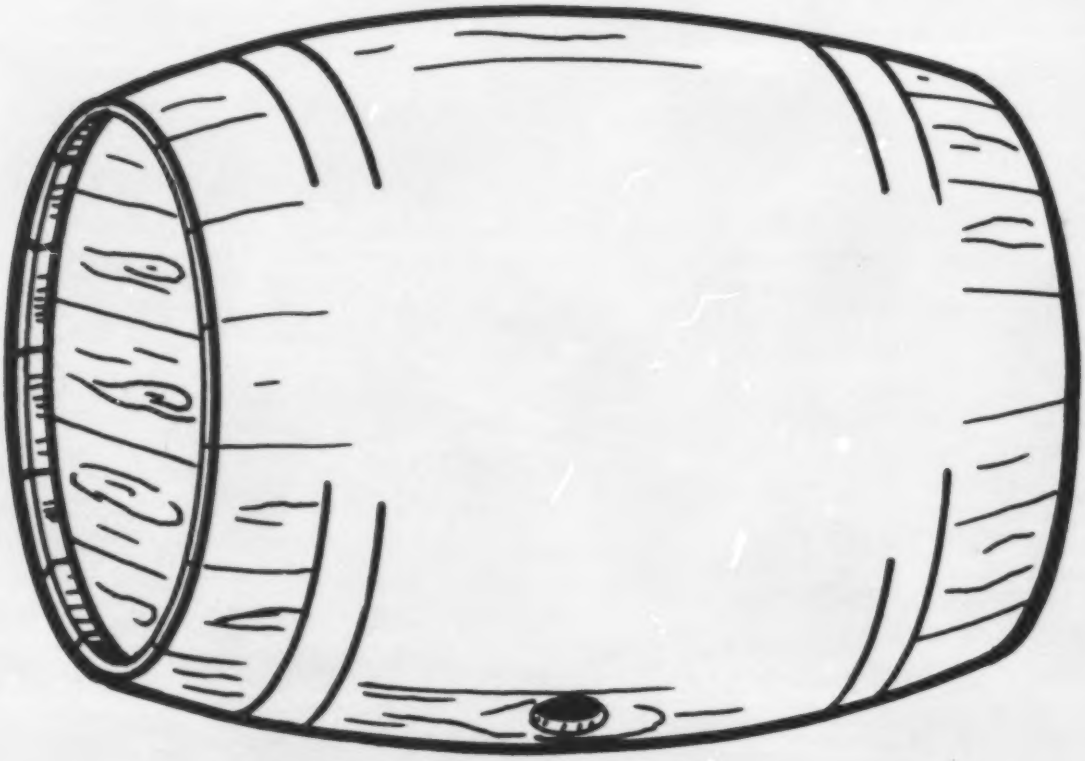
Patterns











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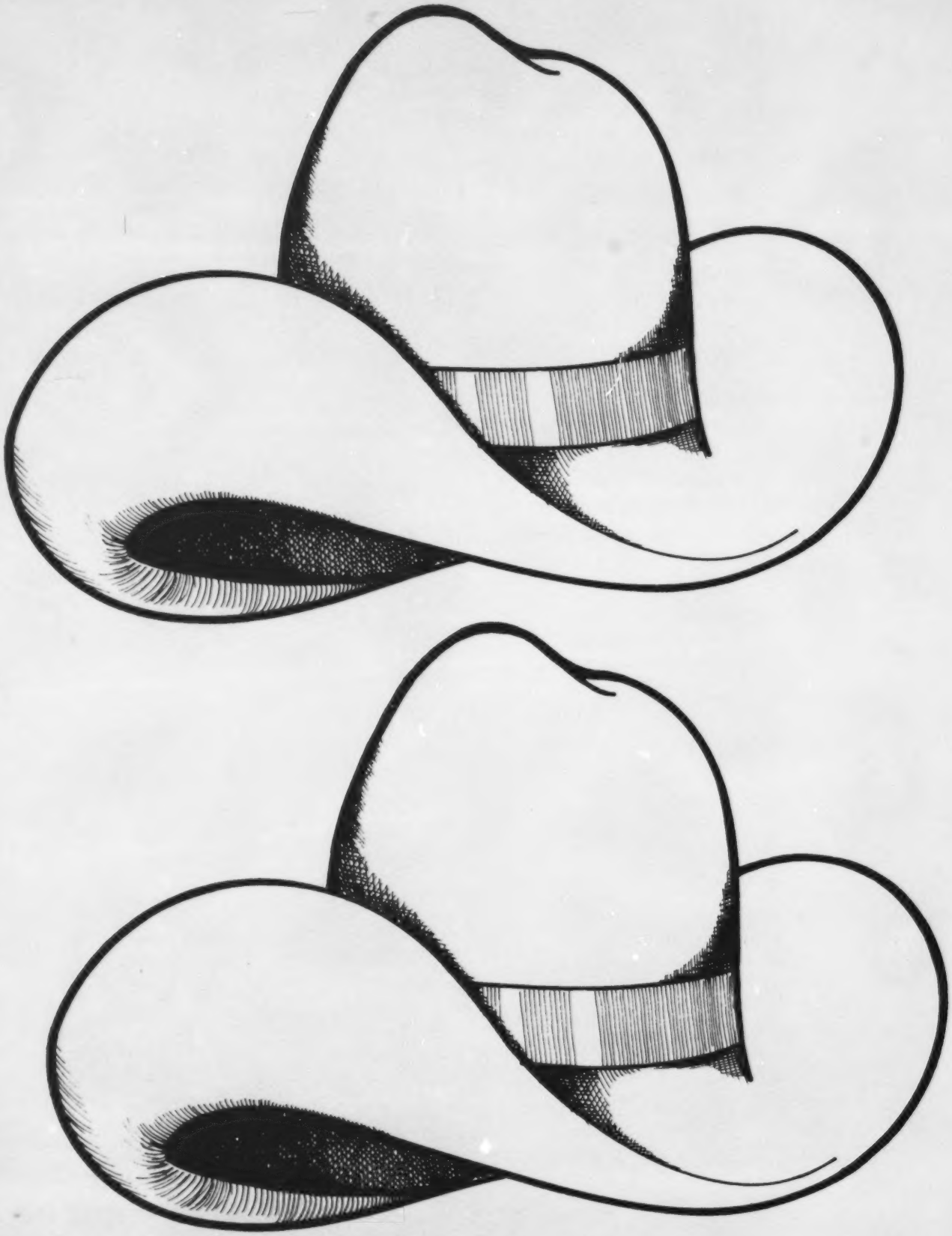

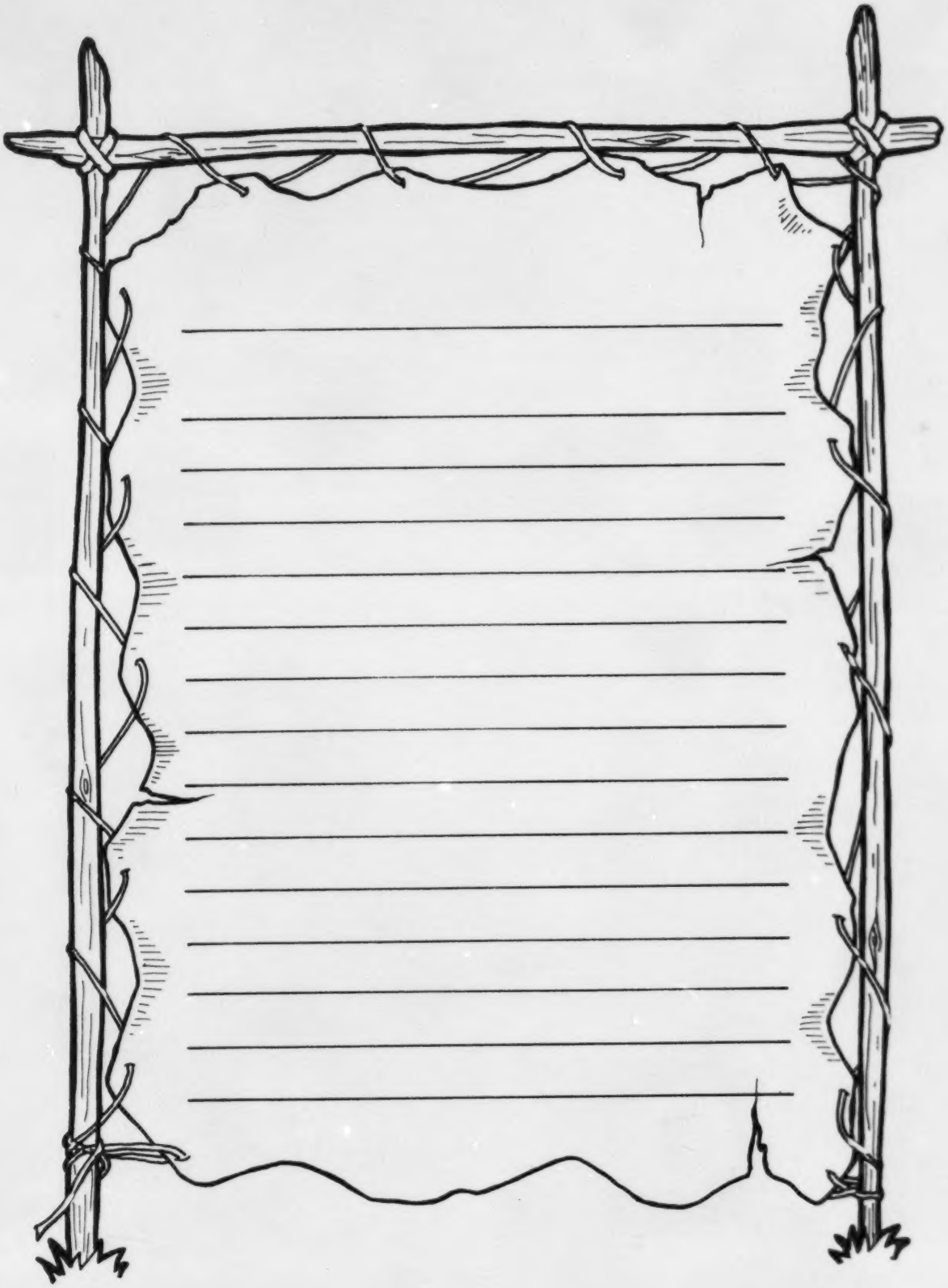

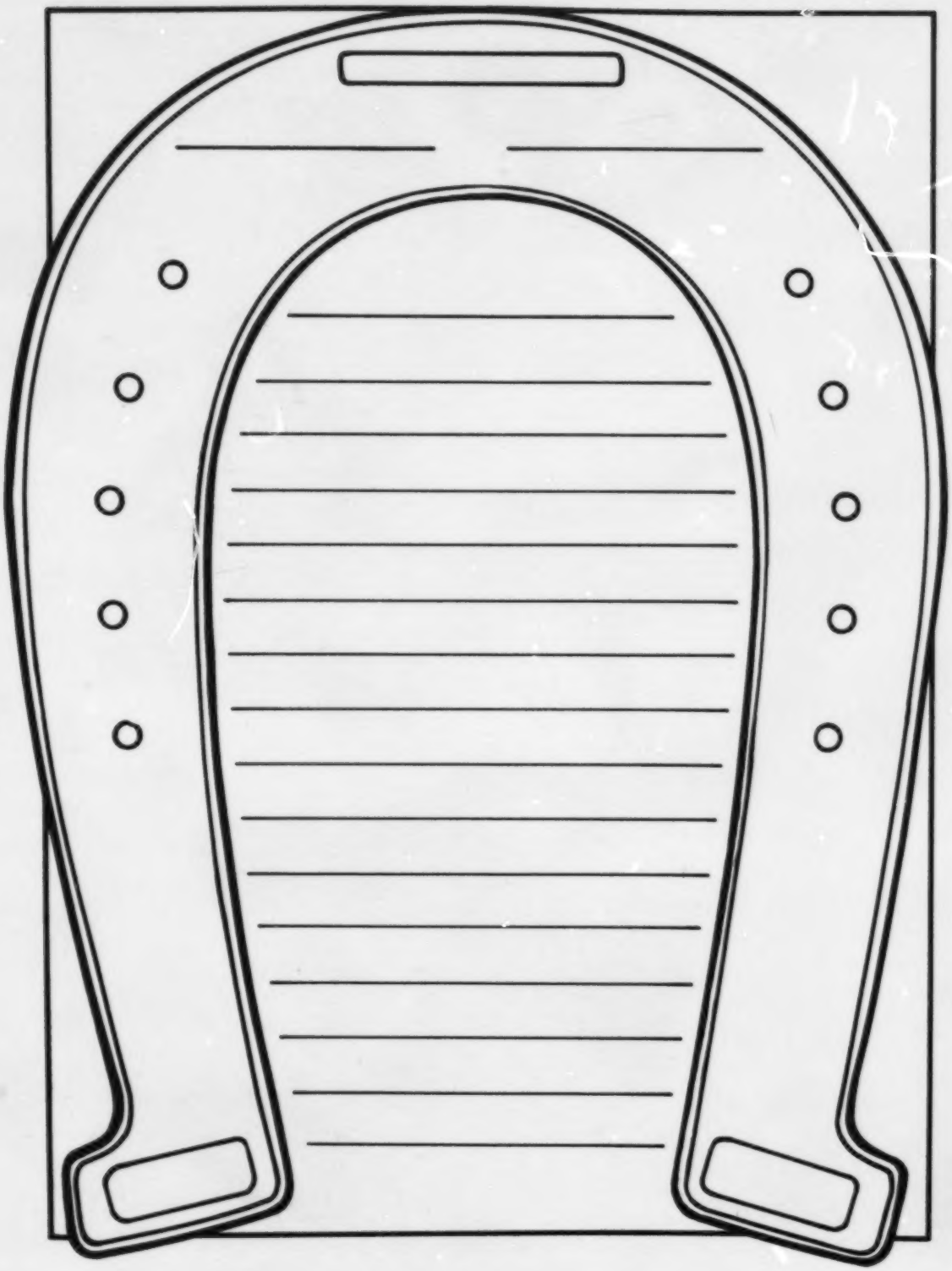

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**A Directory of Speakers is available on request.

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Oklahoma Historic Calendar, Vol. 1, 1979. Vol. 2, 1980. Vol. 3, 1981. edited by:

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Oklahoma History Guide ($1.85); Black History in Oklahoma, A Resource Book ($1.25) may be obtained by writing to:

Oklahoma Schools Administration Building
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Wildlife Conservation Department
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TOURS AND INFORMATION

Kirkpatrick Center
2100 N.E. 52
Oklahoma City, Oklahoma 73111
(405) 427-5461

They house an American Indian art collection in addition to many other exhibits. It is located across the street from the zoo.

National Cowboy Hall of Fame
1700 N.E. 63
Oklahoma City, Oklahoma 73105
(405) 478-2250

Tours of fine artwork and western heritage exhibits are available.

Oklahoma Historical Society
Wiley Post Building
2100 N. Lincoln Blvd.
Oklahoma City, Oklahoma 73105
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They offer gallery tours which feature a comprehensive study on Oklahoma history with See/Hear/Touch exhibits. Also available are supplemental materials on the following topics: Blacks in Oklahoma, the Pioneer, and the Plains Indians.

Stovall Museum
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It is located on the campus of the University of Oklahoma and is dedicated to the natural history of Oklahoma. Several programs in archaelogy and previous cultures plus the history of human and animal activity are available.

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